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ABSTRACT

School year 1987-88 marked the mid-point of the seven-year desegregation settlement for the Cincinnati (Ohio) Public Schools. This report presents data from a review of progress that was provided for in the Bronson Settlement Agreement, answers plaintiff questions, and addresses district concerns. The following subjects are discussed: (1) progress in meeting the requirements of the Taeuber Index; (2) alternative schools; (3) Open Enrollment Program; (4) staff racial balance; (5) unbiased tests and policies, including standardized testing, minority acceleration program, and suspension and expulsion policy; (6) isolation within buildings; (7) improvement in low achieving schools; (8) extracurricular activities; and (9) district/city housing activities. Comments, suggestions, or criticisms are provided at the beginning of each section. Appendices provide the following data for the 1987-88 academic year: (1) entry journalizing results of mandated midpoint hearing; (2) projections for Taeuber Index levels, and Taeuber impact of Price Hill Plan; (3) summary data on Alternative Programs, Open Enrollment Program, and Low-Achieving Schools Program; (4) evaluation of Open Enrollment Program; (5) settlement agreement status reports; (6) achievement tests results and on college-related testing programs; (7) Walnut Hills High School, Minority Acceleration reports on Program evaluation; (8) summary of suspensions and expulsions; (9) systemwide discipline review committee assignments; (10) analysis of racial and gender balance; (11) findings of a study on student involvement in extracurricular activities; (12) letters between the court, counsel, and district regarding position description for Director of Bronson Settlement Agreement; and (13) minutes of communitywide task force. Tables and graphs illustrate the data. (BJV)

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BRONSON SETTLEMENT
1987-88

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THE BRONSON SETTLEMENT REVIEW

YEAR FOUR 1987-88

Report of the Facilitator

Robert W. Evans, Ph.D.

Ronald W. Nieman, Evaluator

November, 1988

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BRONSON SETTLEMENT

1987-88

INTRODUCTION

School year 1987-88 marked the mid-point of the seven year desegregation settlement for the Cincinnati Public Schools. The mid-point review of progress which was provided for in the Bronson Settlement Agreement was held in April in the court of the Honorable Judge Walter H. Rice, U.S. District Court. It permitted a forum for plaintiff questions to be answered and district concerns to be addressed. The Taeuber Index was, of course, the center of interest, but other questions regarding compliance to the agreement were also discussed.

In answer to the Plaintiff's concerns regarding the reasonable probability of achieving the Taeuber Index requirements, the district presented an ambitious plan for establishing new alternative schools by September, 1988, in the western side of the city. Some provisions of the plan were that it required the closing of Quebec Heights Elementary as a neighborhood school, redistricting the attendance area, and then re-opening the site as an alternative Academy of Math and Science. Similarly, Roberts Junior High School was to be closed, redistricted, and reopened as an alternative Paideia Academy. The plan further called for the expansion of the Carson Montessori Academy and, in addition, the pairing of four elementary schools for September, 1989. The projected impact upon the Taeuber Index is that the district will be at or beyond the Index levels for elementary schools as specified in the agreement by September, 1990.

Another issue which was addressed was the need for the district to have one office responsible for the coordination of all Bronson Settlement responsibilities. The parties and Court agreed that Frank Fields would serve in this role and further ordered that he and the Court's Facilitator will maintain a close and continuing working relationship to expedite the settlement activities. In addition, at least semi-annual reports covering pertinent aspects of the settlement are to be issued cooperatively to the Court and counsel of record by the Facilitator and Mr. Fields. The court ordered that the office should not only have the responsibility, but that it also have "clear and unmistakable" authority to carry out Bronson related activities. (See Appendix A)

The Court also ordered that there be at least quarterly meetings between representatives of counsel for both the Plaintiffs and the Defendants in order to attempt informal settlement of future concerns prior to their being brought to the attention of the Court. But in any event, the order requires one more court hearing at 9:00 a.m. on Monday, December 4, 1989, in addition to the final one, on or after June 30, 1991.

Simply put -- "The die is cast!" Although the planning may be nearing completion, there is still much work to be done. There is an increasing Taeuber Index at the secondary level which is a direct result of the changes made at the junior high level; this is imminently understandable. The new alternative program under consideration for Hughes High School will undoubtedly reduce the senior high Taeuber Index close to the stipulated level. It is not too soon, however, to recognize the challenges of maintaining the necessary programs and policies for the future. Continuing commitment by the full community is an absolute prerequisite.

An immediate commitment to maintaining previous years' levels of internal evaluation would prove most beneficial for all parties. The non-replacement of an associate level position in the Evaluation Branch for over a year (September, 1987 to present) has left a notable gap in the evaluation reports that have been routinely produced for many years. The primary responsibility of this position is to prepare those reports associated with Bronson activities. Consequently, the public must assume that decisions regarding alternative schools, open enrollment, low achieving schools, and isolation within buildings/programs have been made without a formal documentation of goal accomplishment or even the success/failure of the programs. Or, more likely, the district has had the information but, for whatever reason, has chosen not to put it in report form and share it with the general public. This is viewed as especially unfortunate. The trust and belief placed in these evaluations by both Plaintiffs and Defendants has served over the many years of litigation as a common ground of mutual respect. It should be noted, for example, that the Plaintiff's formula for calculating the Taeuber Index was used to write the Defendant's computer program that is used to this day for calculating those all important numbers. Similarly, the Plaintiffs have always accepted the district's statistics without the call for audit or formal review. Hopefully, replacement staff will be in place soon so that this critical part of the settlement can move forward once again.

The following report for 1987-88 shares the same format as in previous years. Each of the nine sections of the Settlement Agreement that requires some attention by the district has a corresponding section in this report.

As it was felt to be appropriate, the Facilitator has made comments, suggestions or criticisms at the beginning of each section. Supporting documents are included in the Appendix primarily as a matter of convenience so that interested parties may be spared the ritual of mining files to locate pertinent documents. However, some documents, either because of their widespread availability or great volume, have been omitted this year. If help should be needed in locating any of these, the Office of the Facilitator will be happy to assist you.

1. Taeuber Index

The message conveyed by the Taeuber Index for 1988-89 is that significant progress has been made, and/or that plans are in place that will beneficially impact it. The district has undertaken a two-year, multi-phase plan to reach the specified Settlement levels by September, 1990. Because of the wide scope of the plans, some compromises had to be given temporarily and hence, there is what on the surface appears to be an uncomfortable rise in the Taeuber at the senior high level. Actually, it is merely a one-year phenomenon which should correct itself in ensuing years.

Specifically, eighth and ninth grade Roberts students were sent to Western Hills when Roberts was closed. This resulted in fewer spaces being available at Western Hills for Open Enrollment transfers. Since there were no additional appropriate senior high openings in other schools, the result was a 2.7 point rise in the senior high Taeuber.

The picture at the elementary and junior/middle school levels is very encouraging. The new Paideia Academy at Roberts and the Elementary Math/Science Program at Quebec Heights contributed to a significant lowering of the Taeuber levels. The elementary index dropped 3.1 points while the junior/middle level dropped 6.8 points, which exceeds the Settlement goal by 2.3 points.

Table 1. Cincinnati Public Schools, Taeuber Index Data, Settlement Goal Accomplishment to Date, November, 1988. (Based on Data in Appendix B

Level	1983-84	1987-88	1988-89	Change 1987-88 to 1988-89	Change 1983-84 to 1988-89	Drop Needed for Goal	% Goal Attained
Elementary	52.9	43.5	40.4	-3.1	-12.5	16.4	76%
Junior/Middle	43.8	40.5	33.7	-6.8	-10.1	7.8	129%
Senior High	42.3	39.5	42.3	+3.8	0	8.3	0%

The overall picture is very positive when compared with 1987-88. There are wide ranging plans currently being developed for the senior high level which would effectively close Hughes as a district school and reopen it as a cluster of four alternative programs: Computers Unlimited will be continued, and Health Professions, Communications/Journalism Program, and a Paideia Academy added. The City-Wide Program, however, would be discontinued. If this plan were to be instituted in September, 1989, and if the district were able to fill the programs predominantly with students who will contribute to the lowering of the Taeuber, the senior high Index could easily fall more than 8 points next year.

Similarly, there is an ambitious plan already approved for the elementary level. Four schools will be paired for 1989-90. Oyler-Washington Park and Whittier-Washburn combinations will easily lower the elementary Taeuber by the required 3.9 points if the district is successful in presenting the mergers as mutually beneficial to the parents and communities involved.

The district projections for Taeuber Index levels is included in Appendix B along with the summary memo announcing the 1988-89 Taeuber.

2. Alternative Schools: 1987-88

The alternative school concept is at the very center of the Bronson Settlement. Coupled with open enrollment, it has provided parents and students with appealing educational opportunities that also involve a varying amount of exposure to students of other races, ethnic backgrounds, and socio-economic levels. Happily, over the past 14 years there has been an ever increasing variety of alternative offerings and an associated increase in the number of alternative students enrolled in the programs.

As may be seen in Table 1 of the district report, Appendix C, the trend continued in 1987-88 despite the fact that no new programs or sites were offered. A total of 17,231 students participated, which is about equal to one-third of the total enrollment of the district. Clearly, the Alternative School Programs constitute a major commitment by the district both in terms of dollars invested and people involved.

Therefore, it seems especially unfortunate that the detailed evaluation of alternative programs that has been produced for many years was not continued for 1987-88. We trust that a more complete evaluation will be forthcoming when the replacement for the "Bronson Evaluator" position which has been vacant since September, 1987, is appointed.

The district's evaluation memo and descriptions of each alternative program are contained in Appendix C.

3. Open Enrollment Program

The district continued its policy of Open Enrollment during 1987-88 with increasingly successful Taeuber results. A total of 1,233 students participated in the program which provides an opportunity for parents to enroll their children in any neighborhood school in the district as long as that enrollment does not increase racial imbalance in either the sending or receiving school. Therefore, if a multi-cultural educational experience is desired, but the parents and student prefer the traditional neighborhood approach as opposed to one of the alternative curricula, open enrollment is a valid option. It is, in reality, another alternative education choice. The statistical breakdown of sending/receiving schools, grade level, and race may be seen in Appendix D for 1987-88. The racial composition of the group continues to be about 99% black.

An evaluation of 1986-87 Open Enrollment student achievement has been completed by the district, and is also included in Appendix D. The achievement data must be viewed as disappointing, at best. While it is recognized that the Open Enrollment students do not statistically represent a random sample of Cincinnati Public Schools students, it would be hoped that the group would have at least equaled the achievement gains of the system. Unfortunately, this is not the case. As a group, those students participating in Open Enrollment scored lower than the "neighborhood" children in the receiving schools. The implications of this finding were not discussed in the report. The need to prepare both transferring students and receiving teachers was discussed in the Facilitator's 1986-87 Report. The findings of the district evaluation confirm the fact. Perhaps this could be marked as a priority for further study when the new "Bronson Evaluator" has been designated.

The Open Enrollment data for 1988-89 has also been included in Appendix D. As was discussed earlier, there was a necessary reduction in the number of available spaces at Western Hills High School since all 1987-88 school year 8th and 9th grade students at Roberts Junior High School were assigned to Western Hills as part of the reorganization of Roberts into a Paideia Academy. There should be an increasing number of open enrollment spaces available at Western Hills in subsequent years since the former Roberts Junior High School attendance area is no longer a feeder school to Western Hills. By inspection of the Open Enrollment Cumulative Reports, it can be seen that Western Hills alone accounted for 370 of the 378 senior high school open enrollment transfers for 1987-88, but only 246 of 251 for 1988-89.

STAFF RACIAL BALANCE REPORT
FOR 1988-89

Cincinnati Public Schools
Prepared by Certificated Personnel
November, 1988

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1988-89

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of Black and White teachers on the faculty of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of Black teachers in each school. The percent of Black teachers in the district for 1988-89 is thirty-three at the elementary and middle school level and twenty-six at the junior and senior high school level. Each school is listed with the number of teachers on the staff, the number of Black teachers currently assigned and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	85.47	18	18	22	26
Anderson Place	29.6	11	8	10	11
Bloom	47.45	14	13	16	18
Bond Hill	22	8	6	7	8
Bramble	18.5	7	5	6	7
Burton	24.6	8	7	8	9
C.A.P.E. Elementary	32	9	9	11	12
C.A.P.E. High School	71.5	20	15	19	22
Carson	20	5	6	7	8
Carthage	19.6	5	5	6	7
Central Fairmount	26.5	9	7	9	10
Chase	40	12	11	13	15
Cheviot	19	6	5	6	7
Clifton	28	9	8	9	11
Clark Academy	10.6	2.6	2	3	3
College Hill	22	8	6	7	8
Covedale	27.17	9	8	9	10
Crest Hills	31.5	13	9	10	12
Dater	48.5	13	10	13	15
Douglass	32.5	11	9	11	12
Eastern Hills	12	10	10	12	14
Fairview	30	10	8	10	11
Gamble	41.1	13	12	14	16

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1988-89

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Hartwell	25.5	8	7	8	10
Hays	24.5	8	7	8	9
Heberle	36	11	10	12	14
Heinold	34	12	10	11	13
Hoffman	16	5	4	5	6
Hughes	86.97	22	18	23	27
Hyde Park	19	5.5	5	6	7
Kilgour	18	6	5	6	7
Kirby Road	23.5	8	7	8	9
Linwood	13.8	5	4	4	5
Losantiville	20	7	6	7	8
McKinley	14.6	4.5	4	5	6
Merry	43.5	16	12	14	17
Midway	25	8	8	9	10
Millvale	18.5	6	5	6	7
Mt. Airy	24	8	7	8	9
Mt. Washington	24	7	7	8	9
North Avondale	25	6	7	8	10
North Fairmount	18	6.5	5	6	7
Oyler	31.5	9	9	10	12
Parham	24.5	8	7	8	9
Peoples	49	16	14	16	19
Pleasant Hill	23.8	7	7	8	10
Pleasant Ridge	25.5	10	7	8	10
Porter	36	9	10	12	14
Quebec Heights	33.2	10	9	11	13
Roberts	50.6	8	14	16	19
Rockdale	29.5	9	8	10	11
Roll Hill	26.5	8.5	7	9	10
Roosevelt	19.5	6	5	6	7
Roselawn-Condon	39.1	12	11	13	15
Rothenberg	27.7	10	8	9	10
S.C.P.A.	66.92	15	14	17	21
Sands Montessori	29	7	8	10	11
Sawyer C.B.A./A.W.L.	44.4	12	12	14	17
Sayler Park	21	6	6	7	8
Schiel (PSAE)	26	9	7	9	10
Schwab	45.99	15.67	13	15	17
Shroder (Paideia)	38	11	8	10	12
Silverton	25	7	7	8	10
South Avondale	21.5	8	7	8	10
Swifton	18.8	5	5	6	7

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1988-89

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Taft High School *	105.93	27	22	28	33
Taft Elem.	22	7	6	7	8
Vine	19.8	6	5	6	7
Walnut Hills	100	22	21	28	33
Washburn	25	8	7	8	10
Washington Park	29.5	8	8	10	11
Western Hills	147.8	27.5	31	38	46
Westwood	22.7	7	6	7	9
Whittier	30	9	8	10	11
Windsor	23.5	7	7	8	9
Winton Place	23.5	8	7	8	9
Withrow	146.5	39	31	38	45
Woodford	18	5	5	6	7
Woodward	86.9	20.6	18	23	27

* Includes day school adult program and substitute program

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1988-89

Compliance Summary For Racial Balance Of Schools

	Elementary	Secondary	Total
Below Minimum	5	2	7
At Minimum	13	1	14
Between Minimum & Mean	9	8	17
At Mean	24	2	26
Between Mean & Maximum	2	5	7
At Maximum	7	0	7
Above Maximum	0	1	1
	60	19	79

Schools Below Minimum:

- Carson
- C.A.P.E. Elementary
- North Avondale
- Porter Middle School
- Roberts Paideia
- Sands Elementary
- Western Hills

Schools Above Maximum:

- Crest Hills Middle School

5. Unbiased Tests and Policies

A. Standardized Testing

The challenge of designing a standardized test that is truly an unbiased, culture-fair measurement device is at best very complex, and probably, one that by its very nature is unsolvable. The best that can be done is to find tests where the level of bias is acceptable to most. The district has policies in place that provide for systematic processes to identify such tests.

Therefore, the issue of level of bias found in tests is not, nor has it ever been, a problem in the settlement proceedings to date. It is the opinion of the Facilitator that it serves no real purpose for the parties to ponder the imponderable questions associated with the issue. The decision by the district to administer standardized achievement tests annually is consistent with current educational philosophy, and the selection of the newer 1985 California Achievement Test (CAT) Series E, to replace the 1977 CAT, Series C is certainly within the realm of acceptability. The explanation of the apparent overall drop in student performance because of the newer norms is, with some study, understandable. (See Appendix F) As explained by the district, the drop in achievement status was a predictable and known fact which apparently came as no surprise to the administration. Student achievement scores across the nation were improving all along at a rate equal to or greater than they were in Cincinnati. Therefore, while the number of correct answers was increasing in this district, they were also increasing just as fast or faster in other districts. Hence, in reality, the relative achievement level of our students remained about constant. However, the "old" norms did not take into account year to year national achievement variations and so it appeared as though the students were gaining in relative standing each year. This knowledge was not shared, however, with anyone outside the administration, which makes it appear to some that the district has been misrepresenting the achievement level of its students for some time.

If the annual achievement gains reported by the district were known to be primarily a statistical phenomenon, why was this not explained sooner? Understanding what is real comparative gain instead of statistical aging is an important part of developing programs for schools like those in the Low Achieving Schools, which is a mandated part of the Bronson Settlement. Further, it seems only reasonable that in a competitive society like ours, it is important for parents, students and teachers to know how well the students in Cincinnati are performing when compared to students around the country. Fairness dictates that an attempt be made to find a 100% honest answer to questions regarding the effects of Settlement activities upon student achievement. It is simply not fair for the district to mislead the public and even its own staff by publishing glowing reports of "unbelievable" achievement gains when the district administration has known for some time that most of the apparent gains are merely a matter of old test norms growing older.

The analogy of Jesse Owens' Olympic Record, found in the district's publication, "Testing in the Cincinnati Public Schools (:) What Can Be Expected when a Test is Renormed?" needs to be carried one step further: if Jesse Owens knew his performance was below average and had current training opportunities, heaven only knows how far Jesse could have jumped in 1988. (See Appendix F)

The Facilitator agrees with the observation made by Mr. Jerry Lawson when he said that the district needs to change tests more frequently in the future. It would be a good idea if this observation were to be translated into a written Board Policy.

B. Minority Acceleration Program

The Minority Acceleration Program (M.A.P.) was developed at Walnut Hills in 1986 to attempt to give additional support to those seventh grade students who, on the basis of previous performance, were at the greatest risk of not succeeding at Walnut Hills. The appropriateness of the program and the spontaneous enthusiasm of the staff associated with it was brought to the attention of the Facilitator initially because it would beneficially impact the Taeuber Index somewhat if successful. After personally reviewing the efforts being made, it was given a special commendation in the 1986-87 Settlement Report, not specifically for its Taeuber impact, but for its common-sense approach to quality education.

Happily, M.A.P. is now in its third year of operation, and while the statistics of percent passing are not yet up to the stated goals, it is still considered by this office as an outstanding example of what "quality integrated education" means.

If the "Spirit of the Bronson Settlement" lives anywhere, it will be found in programs like M.A.P. It is this kind of a grass-roots project that, with or without external funding, contract provisions, or personal gain, will make the Settlement live. Since the Taeuber Index at the senior high level* is now back to the 1984 status, it is even more important that programs like M.A.P. be developed to help contribute to the "Letter of the Settlement." It has become an important concept that needs to be stronger than ever, although it must be very frustrating for those involved teachers to see such limited success after investing so much of themselves. (See Appendix G for M.A.P. Evaluation Report.) But that is what the "Spirit of Bronson" is all about.

* NOTE: Although M.A.P. is focused upon seventh and eight grade students, it should be remembered that in combined senior/junior high schools, all students are counted in the senior high Taeuber Index.

C. Suspension and Expulsion Policy

The 1987-88 suspension data shows more than a 2 to 1 suspension ratio of blacks (7,330) to whites (2,996) at senior high and nearly a 4 to 1 ratio (1,982 to 541) at the elementary level (see Appendix H). This statistic has been a source of irritation and wonder to both the Cincinnati Public School staff and community for many years. The source of irritation seems to lie in a belief that the statistics show that black students are being treated more severely than whites, or even that the disparity is a sign of racial prejudice. The wonder is that the school system has studied the discipline structure for many years, but has not provided a framework for determining the fairness of suspension practices. Positive steps to remedy the situation are needed in the near future. The general consensus is that the district ad hoc discipline committee, the Systemwide Discipline Review Committee, and the Communitywide Task Force have studied the subject sufficiently. (See Appendix I). However, their literature reviews, comparison of school rules, and compilation of statistics does not recognize the central issue of justification of the racial disproportion in student suspensions. A special "nondiscrimination" paragraph on page 25 of the new student handbook assures that the discipline code "will be enforced without regard to students' race, gender, or national origin," and explains what recourse can be taken if there is a question of inequitable treatment.

Informal discussions with district staff members indicate that the appeal process is virtually unused which, if documented systematically, would suggest that perhaps no real problem exists. A reasonable suggestion would be that the district should collect data regarding significant areas of racial and gender balance in a standardized format. The district apparently acknowledged the need to do this several years ago when it developed, field tested, and refined the document, "Analysis of Racial and Gender Balance," which is included as

Appendix J of this report. Although it was submitted to the district administration for approval in the fall of 1987, no action to approve, disapprove or revise has been issued.

Expulsion data at the secondary level shows an even greater disparity with three times as many blacks (255) being expelled as whites (88). Elementary expulsions are understandably very low; only three black and four white students were expelled in 1987-88.

Let it be clearly understood that there is no suggestion by the Facilitator that any unfairness in the administration of the discipline policy exists in the Cincinnati Public Schools. However, without the necessary data to support its record of exclusions, it opens the door of concerned questioning as well as suspicious criticism. It would seem only reasonable that records be accumulated, analyzed and reported which would demonstrate that the discipline policies are evenly enforced across the district.

6. Isolation Within Buildings

A. Background

The district established a review committee in 1985-86 to examine this issue along with the current Board policies that bear upon it. In the process, the definition of "isolation" was expanded to include all types of student grouping, including suspension and expulsion. The committee found that although the policies were adequate, there existed a need to monitor the situation districtwide to determine precisely what the status was in each building. It developed a procedure that each principal could follow that would determine how well students were integrated within a given school.

Hence, a system for "Monitoring Racial Balance Within School Buildings" was developed by the committee for self-study use by building principals in 1986-87. Each school analyzed its shortcomings and/or strengths as well as the procedure itself, and it has been reported that the Area Directors did, in fact, approve each principal's plan/report.

Using the feedback from the schools, the committee refined and revised the procedure by July, 1987 so that it could be implemented at the beginning of school year 1987-88. The document was forwarded through channels for approval but as of the date of this printing, has neither been approved or returned for revision. A copy entitled, "Analysis of Racial and Gender Balance," is included as Appendix J.

B. Discussion

By the terms of the Settlement, the district has acknowledged a need to insure that racial isolation within buildings is minimized, if not completely eliminated. To ignore the probability that racial isolation may exist simply by not collecting data to monitor it is unproductive. The "Ostrich approach" only invites speculation that something sinister is taking place in the schools when in reality, true racial isolation in the district is probably very low. While it is not the Facilitator's intent to dictate how the necessary data are to be collected, it is well within his responsibilities to remind the district of its commitment to review its policies regarding racial isolation "periodically to determine whether any modifications are necessary to assure their effectiveness." (Page 13, Article 7, Settlement Agreement). How can the Cincinnati Public Schools determine whether or not its policies are effective if no data are being collected to shed any light on the subject? Immediate attention is needed in this area.

7. Improvement in Low Achieving Schools (LAS)

Criticism of the Low Achieving Schools program had surfaced as early as the second year of the Settlement. In response to these criticisms, the Facilitator's Office conducted its own evaluation of the program which was published in August, 1986. The results of that evaluation indicated that each school was moving at a somewhat different pace, and that no general conclusion about "Program Effectiveness" could be made. There was, however, obvious evidence of a unified program with active leadership and plans for improvement. The achievement test results were based upon the "old" Series C, 1977 version of the California Achievement Test which apparently became more "user friendly" with each passing year. The percent "at and above" norm showed sustained progress, and while we recognized that any repeated use of the same achievement test over time will increase somewhat the likelihood of artificially improved test scores, we were not aware of the magnitude of the artificial increases we were seeing. The "yardstick," as the district explained in its report (See Appendix F), was changing.

In the past year, 1987-88, there appears to have been a greatly diminished central effort to organize and treat the program as a single unified approach. The improvements that were hoped for have not occurred. In fact, there is some reason to believe that achievement in most of the seven LAS schools is lower now than it was in 1984 when the commitment to implement the "special strategies" designed to improve the basic skills of low achieving students was made. The data shown in the table below summarize the reported percentage of students at and above the national norm for April, 1984, the year before the LAS program was begun, and April, 1988. Most of the change is unfortunately negative. Even making allowances for the change in norms and tests, the picture is primarily one of non-improvement.

Comparison of Percent At and Above the National Norm for Low Achieving Schools, 1984 to 1988.

	Percentage of Students At And Above National Norm			Rank*		No. Tested
School	1984	1988	Gain 1984-88	1984	1988	1988
			READING			
Hays	26.0%	14.6%	- 9.4%	4	2	261
Heberle	25.3	19.0	- 6.3	3	7	413
Heinold	27.6	24.5	- 3.1	5	10	392
Hoffman	37.3	30.2	- 7.1	11	18	281
Rothenberg	22.4	12.8	- 9.6	1	1	329
Washington Park	23.2	22.4	- 0.8	2	8	433
Windsor	27.8	29.4	+ 1.6	6	17	279
LAS Average	26.8%	21.7%	- 5.1%	--	--	---
System Average	52.6	40.5	-12.1	--	--	---
			MATHEMATICS			
Hays	40.7%	29.1%	-11.6%	9	9	261
Heberle	46.6	38.3	- 8.3	17	21	494
Heinold	38.8	34.1	- 4.7	6	17	387
Hoffman	39.7	41.4	+ 1.7	8	25	380
Rothenberg	22.4	19.0	- 3.4	1	1	327
Washington Park	39.1	20.1	-19.0	7	2	433
Windsor	28.4	39.6	+11.2	2	24	280
LAS Average	37.0&	31.8%	- 5.2%	--	--	---
System Average	58.1	46.4	-11.7	--	--	---

* Rankings range from 1 to 59 for the lowest to the highest school

The fact that the LAS schools did not drop as much on the average as the system offers no real encouragement. Obviously, the system average was substantially higher than the LAS average, and therefore, had a greater statistical likelihood of dropping more percentage points. Similarly, the fact that some of the LAS schools are no longer among the lowest seven is not a true success indicator of the program since some of the schools were no longer in the lowest seven in April, 1984.

The question of what changes need to be made still remains unaddressed by the administration. The Settlement agreement states that the Cincinnati Publics Schools will seek to supplement the five million dollars originally encumbered on the LAS program "through continued efforts to secure resources from foundations and other sources" in addition to Chapter 1, DPPF and UDP. This suggests that additional programs and/or modifications to the existing programs are expected through 1991. If such efforts have taken place, they have gone unnoticed by the Facilitator and unmentioned in the district evaluation report.

The district evaluation report is included as Appendix C.

8. Extracurricular Activities

An extensive effort was promised by the district during 1986-87 to collect sufficient data from alternative schools to determine the reasons why students do not participate in extracurricular activities. Unfortunately, the data collected cannot answer the question. Rosters of extracurricular activities were processed over the summer of 1987 and the results were published in February, 1988. The results show that an earlier study done in 1984-85 was still valid, i.e. alternative (transfer) students participate in after school activities at a higher rate than neighborhood (non-transfer) students.

The major conclusions of the study are:

1. More transfer students participate than do non-transfer students.
2. About 1 in 3 (30%) of all students take part in one or more extracurriculars.
3. At least 43% of the alternative students participate.
4. In schools which are both alternative and neighborhood, the transfer students participate at a higher rate than do neighborhood students.
5. On the whole, about 30% of both black and white students participate.
6. Black students, however, participate at a slightly higher level than one would expect based upon their proportion of the enrollment.

The complete text of the 1986-87 report is contained in Appendix K.

The still unanswered question that is not addressed by this evaluation concerns a popularly held belief that transfer students would participate even more, if better transportation were to be provided for them later in the afternoon and/or evening at the conclusion of the activities. The district is on record as saying that if this should prove to be the case, a responsible means of transportation will be furnished. Since no data have been collected that would help to prove or disprove this concern, it apparently will continue to be unaddressed for another two years. Obviously, information regarding the number of students dropping out of extracurricular activities, the reasons for dropping out, and an appropriate survey of non-participants is called for.

It may be assumed that some characteristics of alternative and non-alternative students are different. It is reasonable to assume that the group of students who voluntarily attend alternative schools may also be more active in their interest in all phases of education, including extracurricular activities. It does not seem surprising, then, that they do participate more than their neighborhood counterparts and to assume that no problem exists because of this phenomenon ignores the question: How many more students would participate if transportation were available? Is the very nature of the solution to the Bronson litigation depriving alternative students of the fun and benefits derived from extracurricular activities?

9. District/City Housing Activities

The Parties must stay aware of any large scale disruption of housing areas in the district. The implications on school racial balance is obvious. Even though no such activity, or even plans for such an activity, has occurred, it is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past four years. Participation by the Communitywide Task Force on the CMHA virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarize the activities of the district and the Cincinnati Metropolitan Housing Authority for the four years, 1984-88.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.

2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.

3. During the years 1984-88, we reviewed two major housing proposals.

    A. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

    B. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. All of these proposals were for scattered site housing and most have been for single family units. We have responded to all such proposals indicating the probable impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which we (the school district) can have any influence, and it seems likely that this will continue to be the case.

Discussion

As the district works through its final year of planning prior to September, 1990, two critical issues seem to loom larger, and the uncertainty surrounding these issues overshadows virtually all other efforts being made. They are:

A. A precise definition/interpretation of the language contained in the Settlement Agreement in sections:

   6. Unbiased Tests and Policies
   7. Isolation through Placement or Choice Within Buildings
   8. Improvements in Low-Achieving Schools
   9. Extracurricular Activities

B. Continued funding for "Bronson Activities" after the seven year, 35 million dollar state funding has ended in June, 1991.

As Facilitator, I believe that it is necessary at this time to bring whatever light is available on the above issues. Therefore, I wish to list the divergent positions of the parties so that Counsel and/or Court may bring closure to the questions, allowing both sides to understand what can or cannot be expected.

First, the language in paragraph 6 Unbiased Tests and Policies of the Agreement seems to imply that the district will make modifications in its discipline policies to assure their effectiveness, and recognize that discipline be, and be perceived to be, fair and consistent for students of all groups. With a nearly 3 to 1 ratio of black to white suspensions/expulsions over the past several years, and with the districts reluctance to accumulate information which would demonstrate that the imbalanced exclusion rates are a direct proportionate function of student discipline infractions, there is some concern among the Plaintiffs regarding the fairness of the administration of the student discipline code.

After wrestling with the very thorny problems of discipline, everyone recognizes that finding an answer that is acceptable to both parties is difficult at best. In all fairness to the parties, however, an answer is needed so that the issue can be addressed. If it is necessary,for example, for the district to maintain accessible records indicating type and frequency of office referrals and disposition of each for each individual student, they should have at least a one-year lead-time to establish the procedures needed to collect such a data base. If, on the other hand, merely the numbers suspended/expelled are sufficient to satisfy the perception of fairness and consistency, then this should be stated so that the parties can put the issue to rest.

Next, Paragraph 7, Isolation Through Placement or Choice Within Buildings, again refers to the district's responsibility to assure the effectiveness of its policies. However, the district is not collecting the appropriate data to make a determination of the effectiveness of its within school placement policies. The question seems to center on what constitutes a "Review" of the policy. If this implies that data like those contained in the unused district document, "Analysis of Racial and Gender Balance" (Appendix J) are to be collected so that an assessment can be made, then the district needs to know this so that it can comply before June, 1991. If, on the other hand, "Review" means simply opening the matter for discussion, the Plaintiffs need to know this so that the matter can be addressed and dropped.

Third, the language in paragraph 8, Improvements in Low-Achieving Schools was originally addressed by implementing a special unified program with clear control and local leadership that held regular inservice meetings, reviewed progress and set plans for the future. Four years later the efforts seem to be fractionated with no central ownership and no identifiable programs other than those found in all other elementary schools in the district. Is the district to be held to the letter of the Agreement to seek to supplement the program through continued efforts to secure resources from foundations and other sources? Dare the Plaintiffs ask to see the current strategies that the "Superintendent has developed and is developing...for improving the basic skills of students in low-achieving schools...?"

While the Plaintiffs understand that no guarantees of progress were made by the district, there appears to be a pervasive belief among them that Paragraph 8 did guarantee a sustained and continued effort for developing improved achievement in all of the seven schools originally selected by the district. There seems to be equal belief among district administrators that as long as the 5 million dollars is spent by the seven schools over the seven years, and the vestiges of the original SIP model are left in place, the requirements of Paragraph 8 are being adequately met. Obviously, a clarification needs to be made.

Last, the district has performed two separate evaluations, with similar results, showing that transfer and non-transfer students participate in extra-curricular activities at about the same rate, and has cited these results as evidence that there is no need for "extracurricular buses" as mentioned in Paragraph 9 of the Agreement, Extracurricular Activities. Again, these data miss the mark; the real question is not the proportion of transfer and non-transfer students who are participating, but rather, 1) how many and what type of students originally expressed interest in extracurriculars and later dropped out because of transportation problems, and 2) how many more transfer students would participate if they were assured of having adequate transportation at the conclusion of the activities?

Again, it is perplexing to understand how the district can arrive at a fair decision when the data which would shed light on the subject appear never to have been collected. Further, the data which are reported tend to obscure the real question by providing an answer to a non-pertinent question. Another clarification is needed.

On an entirely different note, another problem must be brought to the surface so that a cooperative effort can be made to solve it. There will be a critical need for additional funding after the seven year, 35 million dollar state supplement has ended. The district faces a levy renewal next year and large salary improvements this year and next. While we are all hopeful and realistically confident of a successful, the possibility of a rejection is also real. Contingency plans should be clearly outlined; what programs, activities, and initiatives may or may not be eliminated should, in general terms at least, be agreed to before the fact. The worst possible scenario would be to have all parties satisfied by June, 1991 only to have the district forced to "cut back" and undo what has taken 17 years to do! I believe that it is not too soon to se the parameters for such a contingency plan which would hopefully involve the Court as well as the Plaintiffs and District.

Many of the problems noted here could be handled through the office of the Director of the Bronson Settlement Agreement, Mr. Frank Fields. However, the current job description for Mr. Fields does not allow an effective method to handle the day to day decisions that are most appropriately made at the central level. There appears to be a continuous need to have a central administrator who is involved with the day to day Bronson related decisions and problems that routinely arise. A coordinated and consistent approach needs to be developed regarding program thrusts like those associated with Low Achieving Schools, or policy directions regarding the school pairings, for example.

However, the interpretation of the duties, responsibilities, authority and involvement of this office has been somewhat confused. Included as Appendix L are pertinent letters between the Court, Counsel and district. A review of this correspondence suggests that some confusion existed from the outset about what was being requested and what was being given.

As a suggestion, perhaps it would help clarify the situation if one were to think of the Bronson Director's Office as being a Bronson Impact Office. If, as a matter of routine, all activities that would eventually impact the Settlement were to be submitted in a review process to the Director for study, coordination, clarification, or assistance in implementation, it would prove helpful for everyone. As the situation exists now, the Director is often by-passed and therefore, is unable to coordinate or expedite matters. It should be emphasized that this review is not an accumulation of power; it is merely an avenue towards achieving a coordinated approach with one person being knowledgeable about all phases of the Settlement activities. With this knowledge comes to ability to lend assistance.

On a parting note, I should like once again to refer to Paragraph 1 of the Agreement, Cooperative Efforts. The Settlement is fair and adequate. It is up to the Parties to cooperate to execute the provisions of the agreement as written. After clarification is obtained on these and other issues, they should proceed with pride in knowing that they have offered their best efforts for one common course.

APPENDIX A

FILED
KENNETH J. MURPHY
APR 29 2 41 PM '88
[illegible]
WESTERN [illegible]

IN THE UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF OHIO
WESTERN DIVISION

MONA BRONSON, :

Plaintiff, :

vs. : Case No. C-1-74-205

BOARD OF EDUCATION, CITY :
SCHOOL DISTRICT, CINCINNATI, :
OHIO, :

Defendant. :

ENTRY JOURNALIZING RESULTS OF MANDATED MID-POINT HEARING

On Thursday, April 21, 1988, this Court conducted the mid-point hearing mandated by the Settlement Agreement, attached to the Consent Decree entered in the captioned cause (§ 2, at p. 5). Said hearing is mandated, upon the initiation of the Plaintiffs, should said Plaintiffs "believe that there is not a reasonable probability that CPS [Cincinnati Public Schools] will succeed in reducing the [Taeuber] Index. . .to the level required by the 1990-91 school year."

Following the presentation of evidence introduced at the aforesaid hearing, as well as following a review of the exhibits introduced by all parties, this Court concludes, based upon the aforesaid, that there exists a reasonable probability that CPS will, indeed, succeed in reducing the Taeuber Index to the levels required by June 30, 1991. Accordingly, with the exception of those items set forth below, this Court declines to order "such additional relief as it deems necessary and appropriate consistent with the terms of this [Settlement] Agreement."

Based upon the aforesaid, this Court does, however, order the following:

1. Not later than the close of business on Monday, May 23, 1988, the administration of the Cincinnati Public Schools is to have prepared and served upon this Court (and all counsel of record) a specific job description with reference to Frank Fields' role as coordinator and expeditor of Bronson settlement responsibilities. Said job description, while it may list any and all responsibilities devolved upon said individual, must set forth, in clear and unmistakable terms, his authority to carry out those responsibilities.

2. There will be one further hearing before the final hearing set for on or after June 30, 1991, in order to monitor the progress of the Defendant Cincinnati Public Schools under any and all aspects of the Settlement Agreement. Said hearing will take place beginning at 9 a.m., in the city of Cincinnati, on Monday, December 4, 1989. The Court and counsel will speak, by conference call telephone communication, at 5 p.m. (Dayton time) on Tuesday, October 17, 1989, to discuss the aforesaid December 4, 1989, hearing.

3. The aforesaid Frank Fields will work with this Court's Facilitator, Dr. Robert Evans, on a close and continuing basis, which said relationship will, inter alia, generate reports to this Court (and to counsel of record) on at least a semi-annual basis, covering the Cincinnati Public Schools' progress on all aspects of the Bronson settlement.

4. Representatives of counsel for the Plaintiffs and the Defendants are to meet, not less than quarterly, in order to maintain close contacts and discussions concerning all aspects of the Bronson settlement. Any and all disputes must be subject of informal attempts at resolution, prior to their being brought before this Court.

None of the aforesaid in any way detracts from this Court's acknowledgement and appreciation of the efforts that the Cincinnati Public Schools have made in the past three to six months to carry out all aspects of the Settlement Agreement in the captioned cause.

WALTER H. RICE
UNITED STATES DISTRICT JUDGE

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APPENDIX B

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Mr. John Concannon, General Counsel

FROM: Dr. Jack Lewis, Assistant Director

DATE: March 18, 1988

RE: Taeuber Impact of Price Hill Plan

Shown below are the projections of the maximum impact on the Taeuber Index for the Price Hill plan approved by the Board of Education on March 14, 1988.

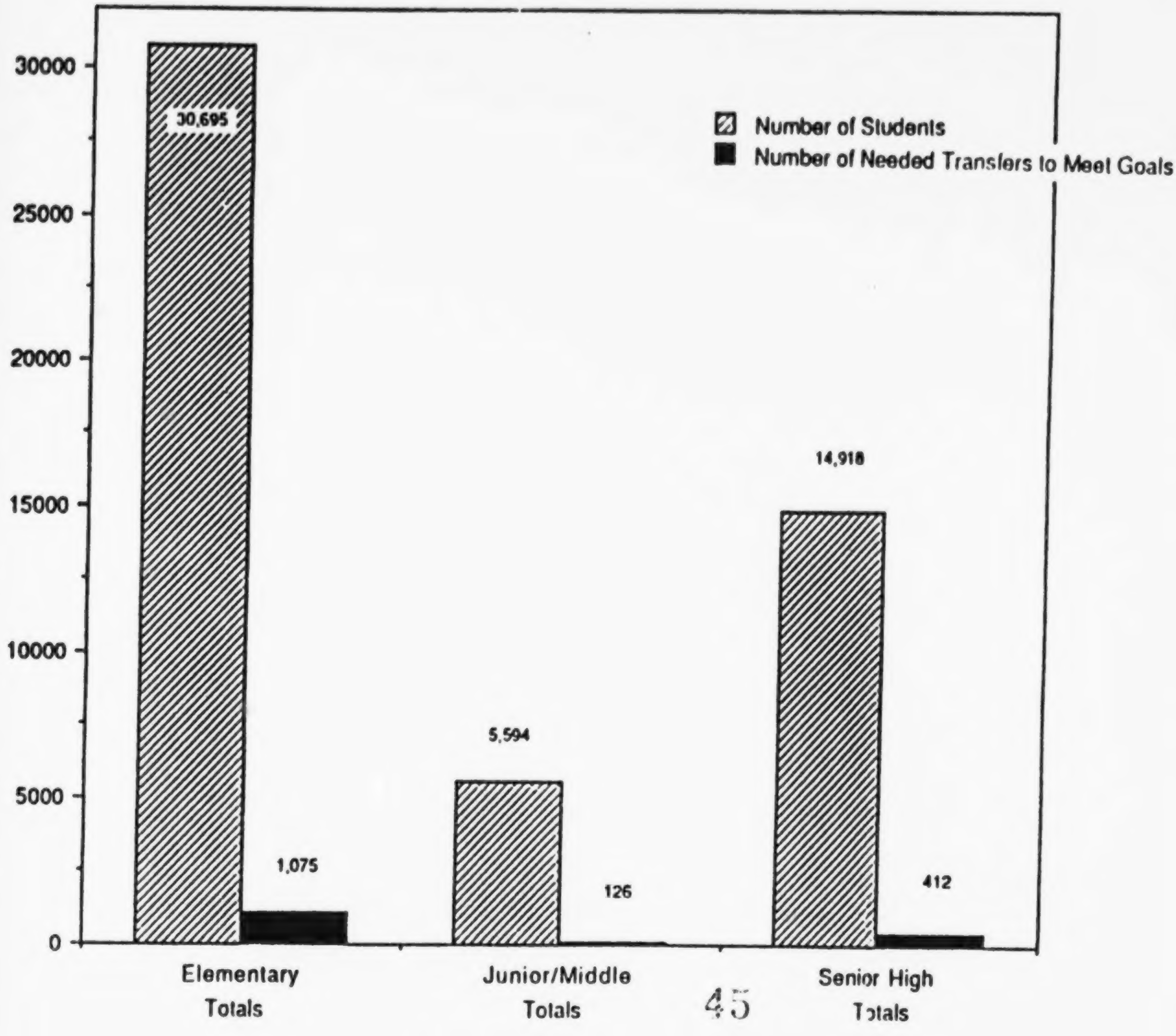
School Level	Current Index (October, 1987)	Reductions Needed to Meet Goal	Projected Reductions from Price Hill Plan
Elementary	43.5	-7.0	-11.9
Junior/Middle	40.5	-4.5	-13.2
Senior High	39.5	-5.5	-5.9

A comparison of the cumulative index impact of the plan and the goals stated in the Settlement Agreement is shown below.

School Level	Taeuber Index Goal	Projected 1990-91 Taeuber Index
Elementary	36.5	31.6
Junior/Middle	36.0	27.3
Senior High	34.0	33.6

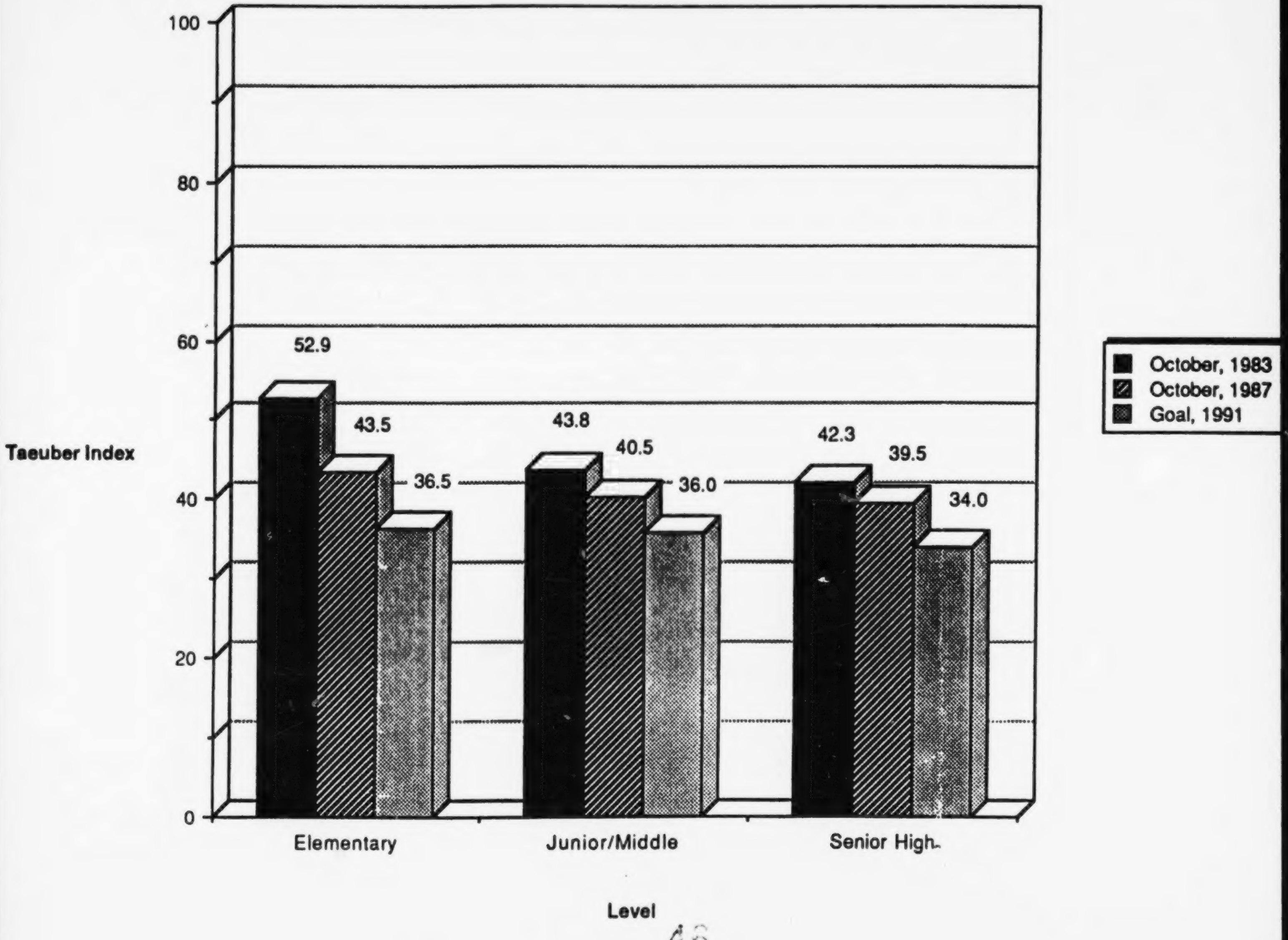
JLL/fei

NUMBER OF STUDENTS AND NUMBER OF NEEDED TRANSFERS TO MEET TAEUBER INDEX GOALS



OCTOBER, 1987

COMPARISON OF TAEUBER INDEX STATUS - OCTOBER, 1983 vs. OCTOBER, 1987



INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
ALTERNATIVE/SETTLEMENT OFFICE

TO: Dr. Lee Etta Powell, Superintendent

FROM: Frank B. Fields, Director

DATE: November 9, 1988

RE: Taeuber Index Values for 1988-89

In an effort to assist Dr. Evans in completing his report as well as to supply us with current data, Dr. Lewis was requested to provide the Taeuber Index Values for this school year.

At the elementary level, we are on target because of the approved pairings for 1989-90, which was computed into our projections.

At the junior high and middle school level, we have exceeded the settlement goal.

At the senior high level, we knew that the two-grade transfer from Roberts this school year would increase the senior high index for this year.

I will request that Dr. Evans include these explanations in his report so that the data can be properly interpreted.

FBF:jlc
Enc.

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Mr. Frank Fields, Director, Bronson Settlement/Alternative Schools

FROM: Dr. Jack L. Lewis, Associate Director

DATE: November 8, 1988

RE: Taeuber Index Values for 1988-89

Based upon the preliminary count of students during the first full week in October as completed by Dr. Joe Timmons in Administrative Research, I have computed the Taeuber Index values for the 1988-89 school year. At this point, it does not seem likely that the student counts will change, and the values shown below should be accurate.

TAEUBER INDEX VALUES FOR 1988-89

Level	1988-89 Index	Settlement Goal	% Goal Attained	Deviation From Goal
Elementary	40.4	36.5	76%	+ 3.9
Junior/Middle	33.7	36.0	129%	- 2.3
Senior High	42.3	34.0	0%	+ 8.3

JLL/pf

c: Joe Timmons

Planning,
Research &
Evaluation Branch

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER

October 3-7, 1988

CINCINNATI PUBLIC SCHOOLS

by: Joseph E. Timmons

Cincinnati Public Schools

Office of the Superintendent

INTRODUCTION

The pupil data in this report were collected from schools during the first full week in October, and were reported to the State Department of Education as the official count of pupils for State Foundation purposes.

Total school district membership decreased by 471 students, from 52,077 last year to 51,606 this year. The projected October membership for this year was 51,900, 177 lower than last year and 294 higher than the actual October enrollment. School district membership has increased since 1983-84 but the movement from year to year has been erratic as shown below.

Year	October Membership	Change from Previous Year
1983-84	51,244	-405
1984-85	51,528	+284
1985-86	51,458	- 70
1986-87	52,002	+544
1987-88	52,077	+ 75
1988-89	51,606	-471

The number of students in grades K-6 increased by 283, from 30,327 last year to 30,610 this year. The number of students in grades 7-12 decreased by 754 students, from 21,750 last year to 20,996 this year. Appendix 1 of this report shows the enrollments by grade for 1987-88 and 1988-89. Appendix 2 compares projected October ADM with actual October ADM for the 1988-89 school year.

District-wide the percentage of black students increased by 1.09 percentage points, from 59.65% last year to 60.74% this year. The percentage of white students declined from 39.19% to 38.18%, a drop of 1.01 percentage points. The percentage of students from all other races was 1.08% this year, down from 1.17% last year.

In senior high schools the percentage of black students increased by .43 of a percentage point, from 61.34% last year to 61.77% this year. In junior high/middle schools, the percentage of black students increased 2.68 percentage points to 65.82% from 63.14% last year. The increase at junior high/middle school level was partly the result of converting Roberts Junior High School to a K-8 alternative elementary school. In elementary schools the percentage of black students rose from 58.74% to 60.04%, an increase of 1.3 percentage points over last year.

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1988 (October 3-7)

School	American Indian	%	Asian	%	Black	%	White	%	Hispanic	%	TOTAL	Male	Female
Senior High Schools													
Aiken	...	...	2	.14	1,050	71.04	424	28.69	2	.14	1,478	719	759
C.A.P.E.	1	.11	1	.11	547	58.82	379	40.75	2	.22	930	551	379
Hughes	...	...	3	.22	1,162	85.76	189	13.95	1	.07	1,355	703	652
Clark Academy	...	...	...	...	73	74.49	25	25.51	...	...	98	51	47
S.C.P.A.	...	...	1	.09	523	44.70	644	55.04	2	.17	1,170	459	711
Taft	...	...	1	.10	854	85.40	145	14.50	...	...	1,000	499	501
Walnut Hills	2	.10	68	3.27	641	30.82	1,357	65.24	12	.58	2,080	999	1,081
Western Hills	4	.15	14	.54	1,023	39.15	1,570	60.08	2	.08	2,613	1,357	1,256
Withrow	...	...	59	2.56	1,779	77.05	460	19.92	11	.48	2,309	1,132	1,177
Woodward	...	...	3	.19	1,383	86.82	205	12.87	2	.13	1,593	887	706
Total Senior High	7	.05	152	1.04	9,035	61.77	5,398	36.91	34	.23	14,626	7,357	7,269
Jr. High and Middle Schools													
Bloom	...	...	...	...	292	78.07	82	21.93	...	...	374	197	177
Crest Hills	...	...	1	.25	373	91.65	32	7.86	1	.25	407	244	163
Dater	1	.12	...	...	297	35.36	542	64.52	...	...	840	400	440
Gamble	...	...	1	.18	333	60.77	214	39.05	...	...	548	295	253
Merry	...	...	...	...	523	93.23	38	6.77	...	...	561	316	245
Peoples	...	...	...	...	556	75.03	185	24.97	...	...	741	393	348
Porter	...	...	...	...	223	53.35	195	46.65	...	...	418	225	193
Schwab	...	...	1	.14	487	67.45	233	32.27	1	.14	722	385	337
Shroder	...	...	1	.21	259	55.34	205	43.80	3	.64	468	218	250
Total Junior High & Middle Schools	1	.02	4	.08	3,343	65.82	1,726	33.98	5	.10	5,079	2,673	2,406

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1988 (October 3-7)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Elementary Schools													
Anderson Place	....	...	2	.29	427	61.35	266	38.22	1	.14	696	373	323
Bond Hill	...	...	...	...	414	93.45	29	6.55	...	...	443	228	215
Bramble	...	...	...	...	306	78.87	82	21.13	...	...	388	213	175
Burton	...	...	1	.20	492	98.80	5	1.00	...	...	498	256	242
Carson	...	...	6	1.59	97	25.73	274	72.68	...	...	377	213	164
Carthage	...	...	1	.25	249	62.56	148	37.19	...	...	398	213	185
Central Fairmount	...	...	4	.68	263	44.65	321	54.50	1	.17	589	305	284
Chase	...	...	5	.58	500	57.87	355	41.09	4	.46	864	445	419
Cheviot	...	...	5	1.15	195	44.83	233	53.56	2	.46	435	217	218
C.A.P.E. Primary	...	...	1	.20	317	61.91	194	37.89	...	...	512	279	233
C.B.A./A.V.L.	4	.52	52	6.80	440	57.52	263	34.38	6	.78	765	367	398
Clifton	2	.35	39	6.77	340	59.03	191	33.16	4	.69	576	256	320
College Hill	...	...	5	.96	311	59.69	203	38.96	2	.38	521	262	259
Covedale	...	...	2	.31	145	22.76	489	76.77	1	.16	637	324	313
Douglass	...	...	...	...	478	76.60	146	23.40	...	...	624	336	288
Eastern Hills	...	...	1	.14	395	55.24	317	44.34	2	.28	715	349	366
Fairview	...	...	10	1.61	307	49.52	297	47.90	6	.97	620	311	309
Hartwell	...	...	1	.19	263	49.91	259	49.15	4	.76	527	256	271
Hays	...	...	...	...	358	91.09	35	8.91	...	...	393	215	178
Heberle	...	...	41	5.71	442	61.56	233	32.45	2	.28	718	382	336
Heinold	...	...	...	...	386	69.18	172	30.82	...	...	558	290	268
Hoffman	...	...	...	...	357	99.72	1	.28	...	...	358	190	168
Hyde Park	...	...	...	...	215	63.80	117	34.72	5	1.48	337	193	144
Kilgour	...	...	6	1.39	186	43.06	239	55.32	1	.23	432	202	230
Kirby Road	...	...	...	...	274	47.49	301	52.17	2	.35	577	316	261
Linwood	...	...	5	1.59	141	44.76	169	53.65	...	...	315	154	161
Losantiville	...	...	3	.93	222	68.95	97	30.12	...	...	322	179	143
McKinley	...	...	...	...	17	7.42	212	92.58	...	...	229	129	100
Midway	...	...	2	.36	178	32.37	369	67.09	1	.18	550	273	277
Millvale	...	...	...	...	302	94.97	16	5.03	...	...	318	178	140
Mt. Airy	...	...	8	1.24	347	53.63	287	44.36	5	.77	647	351	296
Mt. Washington	...	...	6	1.00	150	24.96	445	74.04	...	...	601	275	326

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1988 (October 3-7)

School	American Indian	%	Asian	%	Black	%	White	%	Hispanic	%	TOTAL	Male	Female
North Avondale	2	.39	7	1.36	276	53.70	226	43.97	3	.58	514	239	275
North Fairmount	...	...	2	.49	312	77.04	91	22.47	...	...	405	226	179
Oyler	...	...	...	...	132	22.15	464	77.85	...	...	596	310	286
Parham	...	...	...	...	436	88.98	54	11.02	...	...	490	259	231
Pleasant Hill	...	...	8	1.31	466	76.52	135	22.17	...	...	609	309	300
Pleasant Ridge	...	...	2	.32	432	69.12	188	30.08	3	.48	625	333	292
P.S.A.E. (Schiel)	...	...	9	2.35	212	55.35	162	42.30	...	...	383	151	232
Quebec Heights	...	...	2	.32	267	43.14	348	56.22	2	.32	619	332	287
Roberts	...	...	...	...	344	42.47	466	57.53	...	...	810	403	407
Rockdale	...	...	...	...	598	96.45	22	3.55	...	...	620	335	285
Roll Hill	...	...	...	...	253	54.88	208	45.12	...	...	461	225	236
Roosevelt	...	...	...	...	199	51.82	185	48.18	...	...	384	182	202
Roselawn/Condon	2	.28	1	.14	469	64.96	247	34.21	3	.41	722	353	369
Rothenberg	...	...	...	...	421	90.73	43	9.27	...	...	464	228	236
Sands	...	...	3	.45	310	46.69	350	52.71	1	.15	664	337	327
Sayler Park	...	...	...	...	39	7.29	494	92.34	2	.37	535	254	281
Silverton	...	...	7	1.37	411	80.59	90	17.65	2	.39	510	258	252
South Avondale	...	...	...	...	382	99.22	3	.78	...	...	385	224	161
Swifton	...	...	1	.28	283	78.61	67	18.61	9	2.50	360	183	177
Wm. H. Taft	...	...	...	...	387	98.22	7	1.78	...	...	394	209	185
Vine	...	...	...	...	269	88.20	36	11.80	...	...	305	184	121
Washburn	...	...	...	...	538	99.63	2	.37	...	...	540	273	267
Washington Park	...	...	...	...	452	85.93	73	13.88	1	.19	526	264	262
Westwood	...	...	4	.58	138	20.00	545	78.99	3	.43	690	365	325
Whittier	...	...	...	...	87	13.10	577	86.90	...	...	664	345	319
Windsor	...	...	...	...	353	98.60	5	1.40	...	...	358	190	168
Winton Place	...	...	...	...	494	91.31	47	8.69	...	...	541	278	263
Woodford	...	...	9	2.43	189	51.08	170	45.95	2	.54	370	199	171
Total Elementary	10	.03	261	.84	18,663	60.04	12,070	38.83	80	.26	31,084	15,978	15,106

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1988 (October 3-7)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Special Schools													
Allen House	...	...	...	...	4	36.36	7	63.64	...	...	11	7	4
Children's Psych Ctr.	...	...	...	...	6	23.08	20	76.92	...	...	26	22	4
Guilford	...	...	...	...	59	52.68	53	47.32	...	...	112	66	46
Hillcrest	...	...	...	...	86	58.90	60	41.10	...	...	146	124	22
Juv. Court Ctr.	...	...	...	...	48	48.98	50	51.02	...	...	98	67	31
Altercrest	...	...	...	...	4	44.44	5	55.56	...	...	9	9	...
Children's Home	...	...	...	...	5	15.62	26	81.25	1	3.13	32	21	11
C.C.D.D.	...	...	...	...	3	60.00	2	40.00	...	...	5	3	2
Stay Center	...	...	...	...	15	55.56	12	44.44	...	...	27	18	9
Talbert House	...	...	...	...	...	...	14	100.00	...	...	14	9	5
McMillan Center	...	...	...	...	3	42.86	4	57.14	...	...	7	4	3
Hospitals	...	...	...	...	35	25.00	105	75.00	...	...	140	83	57
Total Special Schools	...	...	...	...	268	42.74	358	57.10	1	.16	627	433	194
Part Time Vocational/ Driver Education/ JVS FTE	1	.53	1	.53	38	20.00	150	78.95	...	...	190	27	163
DISTRICT TOTAL	19	.04	418	.81	31,347	60.74	19,702	38.18	120	.23	51,606	26,468	25,138

Planning. Research and
Evaluation
Administrative Research
November 1, 1988

APPENDIX 1

Grade Level Comparison, 1987-88 and 1988-89

	1987-88	1988-89	Difference
K	4743	4570	-173
1	5208	5294	+ 86
2	4665	4664	- 1
3	4453	4397	- 56
4	4048	4315	+267
5	3672	3886	+214
6	3538	3484	- 54
7	3896	3771	-125
8	3673	3683	+ 10
9	4444	4341	-103
10	3494	3185	-309
11	3354	3116	-238
12	2889	2900	+ 11
TOTAL	52,077	51,606	-471
K-6	30,327	30,610	+283
7-8	7,569	7,454	-115
9-12	14,181	13,542	-639

APPENDIX 2

Comparison of Projected 1988 ADM with Actual 1988 ADM

Level	Projected	Actual	Difference
K	4,720	4,570	-150
1-6	26,180	26,040	-140
7-8	7,574	7,454	-120
9-12	13,426	13,542	+116
Total	51,900	51,606	-294

APPENDIX C

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Mr. Frank Fields, Director, Bronson Settlement/Alternative Schools

FROM: Dr. Jack L. Lewis, Associate Director

DATE: November 7, 1988

RE: Summary Data on Alternative Programs, Open Enrollment Program, and Low-Achieving Schools Program for 1987-88

This memo contains summary information on the above mentioned programs as operated during the 1987-88 school year.

Alternative Programs

As shown in Table 1, the number of students in alternative programs increased by 619 during the year to a record enrollment of 17,231. An increase of 25 or more students over the previous year was realized by 14 schools with the largest increase occurring at the Shroder Paideia program (189 to 373 students). The percentage of black students in alternative programs increased slightly from the previous year to a level of 56.6% which was within three percentage points of the system average. Shown in Table 2 is the number of students enrolled in each program based upon official student membership counts conducted by the Administrative Research office during October of 1987.

TABLE 1. STUDENT ENROLLMENT IN ALTERNATIVE PROGRAMS, 1983-84 THROUGH 1987-88.

SCHOOL YEAR	NUMBER OF STUDENTS	PERCENTAGE OF BLACK STUDENTS
1983-84	13,854	54.4%
1984-85	14,420	55.3
1985-86	15,518	57.1
1986-87	16,612	56.1
1987-88	17,231	56.6

TABLE 2. ALTERNATIVE PROGRAM MEMBERSHIP DISTRIBUTION AND PERCENTAGE OF BLACK STUDENTS, NOVEMBER, 1987.

PROGRAM/LOCATION		BLACK	NON-BLACK	TOTAL	PERCENTAGE BLACK
Applied Arts Academy					
Oyler	(4-6)	28	174	202	13.9%
Academy of World Languages					
Sawyer	(K-5)	98	73	171	57.3
Elementary College Preparatory					
Anderson Place	(4-6)	32	49	81	39.5
Bond Hill	(4-6)	68	1	69	98.6
Burton	(4-6)	64	1	65	98.5
Covedale	(4-6)	79	171	250	31.6
Pleasant Hill	(4-6)	83	33	116	71.6
Roselawn/Condon	(4-8)	156	112	268	58.2
Elementary Individually Guided Education					
Eastern Hills	(K-8)	402	324	726	55.4
Heinold	(K-8)	349	182	531	65.7
North Avondale	(6)	20	7	27	74.1
Silverton	(K-6)	413	86	499	82.8
Woodford	(K-3)	217	197	414	52.4
Elementary Academy of Mathematics and Science					
Rockdale	(4-6)	68	12	80	85.0
Extended Day Enrichment Program					
Heberle	(K-6)	47	14	61	77.0
French Bilingual					
Carthage	(K-5)	253	171	424	59.7
Midway	(K-5)	118	133	251	47.0
Mt. Washington	(K-5)	86	275	361	23.8
Fundamental Academy					
College Hill	(K-6)	311	235	546	57.0
Linwood	(K-6)	145	174	319	45.5
German Bilingual					
Fairview	(K-5)	293	314	607	48.3
Individual Progress and Social Impact Program					
Bramble	(K-3)	54	52	106	50.9
Pleasant Hill	(K-3)	235	80	315	74.6
Intermediate University Demonstration School					
Chase	(3-6)	469	409	878	53.4
Montessori					
North Avondale	(K-5)	267	212	479	55.7
Sands	(K-6)	321	320	641	50.1

TABLE 2. CONTINUED

PROGRAM/LOCATION		BLACK	NON-BLACK	TOTAL	PERCENTAGE BLACK
Multi-Age					
Clifton	(K-6)	355	276	631	56.3
Primary Arts Enrichment					
Schiel	(K-3)	223	166	389	57.3
Primary Physical Education					
CAPE Primary	(K-5)	280	212	492	56.9
Reading/Language Arts Demonstration center					
Douglass	(K-6)	465	166	631	73.7
Roll Hill	(K-6)	263	172	435	60.4
Spanish Bilingual					
Cheviot	(K-4)	154	195	349	44.1
Hartwell	(K-5)	133	73	206	64.6
Mt. Airy	(K-5)	120	106	226	53.1
Pleasant Ridge	(K-5)	199	121	320	62.2
Swifton	(K-5)	60	77	137	43.8
Cincinnati Academy of Mathematics & Science					
Woodward	(7-12)	367	128	495	74.1
Cincinnati Academy of Physical Education					
CAPE	(6-12)	570	473	1043	54.7
Cincinnati Bilingual Academy					
Sawyer	(6-8)	265	215	480	55.2
City-Wide Learning Community					
Hughes	(9-12)	54	38	92	58.7
Computers Unlimited					
Hughes	(9-12)	243	107	350	69.4
International Studies Academy					
Withrow	(9-12)	338	219	557	60.7
Junior High College Readiness					
Dater	(7-9)	52	67	119	43.7
Peoples	(7-8)	78	32	110	70.9
Porter	(7-8)	55	25	80	68.8
Scwhab	(7-8)	68	39	107	63.6
Paideia School					
Shroder	(7-9)	243	130	373	65.2
School for Creative and Performing Arts					
SCPA	(4-12)	496	626	1122	44.2
TOTAL		**9,757**	**7,474**	**17,231**	**56.6**

A summary of student achievement in reading and mathematics is presented in Table 3. The results, which are based on the April, 1988 administration of the California Achievement Test, indicate that students in alternative programs do score at higher levels compared with all other students in the system who are tested. Due to the fact that a new test was administered in 1988, no comparisons can be made with test results from previous years to determine achievement gains over time.

TABLE 3. ACHIEVEMENT STATUS OF STUDENTS IN ALTERNATIVE PROGRAMS, APRIL, 1988 CALIFORNIA ACHIEVEMENT TEST RESULTS.

	MEAN NCE SCORE		% AT OR ABOVE NATIONAL NORM	
	READING	MATHEMATICS	READING	MATHEMATICS
Alternative Program Students (Grades 1-11)	50.2	51.5	49.5%	51.6%
All Other CPS Students (Grades 1-11)	43.0	44.1	34.7	37.3

Open Enrollment Program

As shown in Table 4, the number of students enrolled in the Open Enrollment Program during the 1987-88 school year was the highest in the past five years. The vast majority (97.3%) of program students were black as has been the case for several years. A summary of the achievement status of program students is shown in Table 5.

The Open Enrollment Program continues to be a very effective program in terms of its effect on reducing the Taeuber Index. An increase in the number of program students would be very helpful in our efforts to reach the goals stated in the Bronson Settlement.

TABLE 4. STUDENT ENROLLMENT IN THE OPEN ENROLLMENT PROGRAM, 1983-84 THROUGH 1987-88.

SCHOOL YEAR	NUMBER OF STUDENTS	PERCENTAGE OF BLACK STUDENTS
1983-84	1,113	96.9%
1984-85	1,205	97.4
1985-86	1,077	97.0
1986-87	1,195	96.9
1987-88	1,233	97.3

TABLE 5. ACHIEVEMENT STATUS OF STUDENTS IN THE OPEN ENROLLMENT PROGRAM, APRIL, 1988 CALIFORNIA ACHIEVEMENT TEST RESULTS.

TYPE OF MEASURE	READING ACHIEVEMENT	MATHEMATICS ACHIEVEMENT
Mean Normal Curve Equivalent	41.5 (N=908)	41.8 (N=904)
Percentage of Students At or Above the National Norm	26.4%	30.2%

Low Achieving Schools Program

The seven elementary schools named in Table 6 participated in this program during the 1987-88 school year. These schools have been participants since the program's inception in September of 1984.

TABLE 6. STUDENT ENROLLMENT IN LOW-ACHIEVING SCHOOLS PROGRAM, 1987-88.

SCHOOL	NUMBER OF STUDENTS	PERCENTAGE OF BLACK STUDENTS
Hays	348	97.7%
Heberle	615	71.4
Heinold	531	65.7
Hoffman	328	99.7
Rothenberg	467	91.0
Washington Park	581	87.1
Windsor	364	97.8

A summary of the achievement status of program students is shown in Table 7. As stated previously, 1988 test scores cannot be compared with results from past years to determine achievement gain over a period of time. One longitudinal comparison that does seem feasible, however, is based on the deviation of program schools' average vs. the system's average in the percentage of students scoring at or above the national norm. That deviation was 25.8% in reading and 28.1% in mathematics in favor of the system in April, 1984 just prior to installation of the program. In 1988, the deviation was 18.8% in reading and 14.2% in mathematics in favor of the system. Thus, the achievement gap in these schools has narrowed over time in relation to systemwide achievement levels.

TABLE 7. STUDENT ACHIEVEMENT IN LOW-ACHIEVING SCHOOLS PROGRAM, 1987-88.

	PERCENTAGE OF STUDENTS AT OR ABOVE NATIONAL NORM	
SCHOOL	TOTAL READING	TOTAL MATHEMATICS
Hays	14.6%	29.1%
Heberle	19.0	38.3
Heinold	24.5	34.1
Hoffman	30.2	41.4
Rothenberg	12.8	19.0
Washington Park	22.4	20.1
Windsor	29.4	39.6
TOTALS	21.7%	32.1%

The rankings of program schools among all CPS elementary schools in reading and mathematics achievement are shown in Table 8. Positive gains in rank have been made by Windsor, Hoffman, Heinold, and Heberle since 1984.

TABLE 8. RANKINGS OF LAS PROGRAM SCHOOLS IN READING AND MATHEMATICS, APRIL, 1984 THROUGH APRIL, 1988.

	RANK AMONG ALL ELEMENTARY SCHOOLS*					
SCHOOL	1984	1985	1986	1987	1988	GAIN 1984-1988
			READING			
Hoffman	11	17	28	33	18	+7
Windsor	6	1	11	10	17	+11
Heinold	5	4	12	13	10	+5
Hays	4	3	6	2	2	-2
Heberle	3	6	5	8	7	+4
Washington Park	2	10	8	3	8	+6
Rothenberg	1	2	1	1	1	0
			MATHEMATICS			
Heberle	17	14	19	21	21	+4
Hays	9	18	15	9	9	0
Hoffman	8	4	34	39	25	+17
Washington Park	7	6	5	5	2	-5
Heinold	6	7	11	15	17	+11
Windsor	2	2	27	35	24	+22
Rothenberg	1	1	1	1	1	0

* These rankings range from 1 for the lowest school to 59 for the highest school based upon the percentage of students scoring at or above the national norm.

ALTERNATIVE PROGRAMS, 1987-88

APPLIED ARTS ACADEMY

The Applied Arts Academy uses a hands-on approach to help youngsters in grades 4-6 acquire the awareness and the skills in fine and industrial arts, and to develop the individual character necessary to succeed in our technological world. In applied arts education, any specific skill or learning used in actual practice complements the strong program in basic skills. Whatever the topic--mathematics, history, reading, science--teachers include some application of that topic with their instruction so that students can see the connection between learning and the real world. A planned course of study stresses practical experiences that prepare students for a career in the work place.

BILINGUAL PROGRAMS

Cincinnati Public Schools' bilingual programs offer children the study of a foreign language and culture in Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Students learn one of these languages in a structured and challenging academic environment. Most bilingual programs enroll children in kindergarten or first grade. At this early age, students are introduced to the foreign language in its spoken or conversational form. During periods devoted to language study, no English is used, immersing students in the language and building listening skills.

When a parent and a child select a foreign language program in the Cincinnati Public Schools, the child is able to pursue the selected language from kindergarten through grade twelve. From kindergarten through grade five, children attend one of eleven elementary schools offering the foreign language program.

In grade six, children from all of the elementary bilingual programs may attend the Cincinnati Bilingual Academy. As scheduling permits, they continue to receive content area instruction in the second language. A truly international flavor exists at the middle school as students have cultural exposure and interaction with students who are studying other foreign languages.

The International Studies Academy is the choice of many students as they enter high school at grade nine. Here the global perspective of the students' educational program is strengthened through advanced training in foreign language and emphasis on world issues. Some students may elect the academically demanding International Baccalaureate Program which leads to a degree that is recognized in many countries around the world.

CHASE INTERMEDIATE DEMONSTRATION CENTER

Chase Intermediate Demonstration Center's close relationship with the University of Cincinnati gives this alternative program some distinct advantages. The large number of university students in the classroom lowers the ratio of students to adults. University professors teach classes, and put on demonstration lessons using effective and successful teaching techniques. Regular meetings and training sessions with the Chase staff and professors introduce fresh ideas and keep the Chase staff informed of the latest teaching strategies. Lessons are taught in traditional closed classrooms as well as in contemporary open instructional areas.

CINCINNATI ACADEMY OF MATHEMATICS AND SCIENCE

The fields of science and engineering are highly competitive, produce jobs that are continually in demand, and provide many financial advantages. The Cincinnati Academy of Mathematics and Science's curriculum, therefore, is structured around three basic areas necessary to face these challenges - biomedical, engineering, and technical. The academy helps students acquire specific skills unique to science and mathematics by concentrating on these areas in other disciplines. As theories and concepts of science and mathematics are studied, related concepts in English, foreign languages, and social studies are examined. Classroom studies are supported by field trips, advanced equipment and supplies, summer employment, and advanced placement courses.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION

The Cincinnati Academy of Physical Education (CAPE) offers students a strong academic program and an enthusiastic program of physical development. CAPE's academic program extends beyond the basics. Four years of English, three years of mathematics, science, and social studies, as well as foreign language, business, college preparatory, and advanced placement programs give students the knowledge, skills, and discipline necessary to pursue a college education. The physical development program emphasizes individual and dual sports. It is designed to give all students a chance to achieve through organized team athletics. Students participate in a variety of team sports, including football, volleyball, basketball, baseball, gymnastics, soccer, and archery.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION PRIMARY SCHOOL

A program in physical education is vital to the development of children and strongly enhances basic learning. The broad goals of the Cincinnati Academy of Physical Education Primary School are to develop students' learning skills and to increase body awareness, develop basic motor skills and coordination, build self-confidence, and provide opportunities for promoting good sportsmanship and self-expression. Students receive a general physical education period daily and a special physical education period every other day.

CITY-WIDE LEARNING COMMUNITY

This alternative program offers classes that are community-based using the resources of the city as information sources. Students study government by participating in pushing legislation through the Cincinnati City Council, and journalism by writing newspaper articles for publication. Flexible schedules allow for mentor learning and independent study, and enrollment in university classes for high school credit is available. Tele-conferencing reaches beyond the city. Experts such as government leaders and journalists from the national scene visit the City-Wide classroom to answer questions and share ideas through an amplified telephone and microphone.

COMPUTERS UNLIMITED

Students in the Computers Unlimited program use the computer as a tool for learning in order to live and work more effectively in today's computer oriented world. English, science, social studies, and mathematics are taught with the aid of computers. All students take introductory courses in basic programming and in several languages including Pascal, FORTRAN, and COBOL. They also learn to use practical applications of programming, such as word processing, information search and retrieval, and forecasting. As in all Cincinnati Public Schools, students are thoroughly trained in basic skills. Graduates are qualified to enter training positions in business and industry, or can continue into college-level computer science courses.

ELEMENTARY COLLEGE PREPARATORY

In the Elementary College Preparatory program, students of average or above average ability develop proficiency in the basics of reading, writing, and mathematics. Opportunities are provided in all areas of study to increase comprehension abilities and broaden critical reading and research skills. The study of Latin improves and expands English vocabulary and helps students gain an appreciation for our classical heritage. Students also receive accelerated instruction in the areas of science, social studies, oral and written communications, various art forms, and physical education. Students entering the program should be performing on an average or above average ability.

ELEMENTARY INDIVIDUALLY GUIDED EDUCATION (IGE)

The Individually Guided Education program, offered at five schools, gives children individual instruction and flexible programming to meet varying needs. This non-graded learning community, based on communication of staff-parent-children-community, offers broad learning experiences through a team effort in program planning. Each child is tested in reading and mathematics when he/she enters the program. Students then work individually, as well as in small groups of similar ability. Student progress is determined through regular testing and observations. Smaller class sizes and teacher aides allow teachers to address the needs of each child.

ELEMENTARY MATH AND SCIENCE ACADEMY

Students in this alternative program learn the basics they need to build upon when developing the skills necessary for our technological society. While daily lessons with a strong emphasis on mathematics and science are the major focus of the program, additional emphasis is placed on maintaining high skill levels in other basic areas. As mathematics and science concepts are taught, related social studies, reading and language arts, and health concepts are examined. Part of a special curriculum includes a collaboration with the Cincinnati Zoo. Once a week an instructor from the zoo conducts a life science course for students. They then visit the zoo to do follow-up investigations and research. Rockdale´s Partner-in-Education, Children´s Hospital Medical Center, works closely with the school providing up-to-date instruction in the science and medical fields.

EXTENDED DAY PROGRAM

The Extended Day program is designed to provide a safe, consistent environment for children of working parents before and after school hours. The program offers children learning activities which support the solid education of the regular academic program. The relaxed working atmosphere of the Extended Day program fosters special interests and talents and encourages academic achievement. The program helps children improve academically and grow socially, emotionally, and physically. Special highlights include academic activities, tutorial assistance, and enrichment activities in art, drama, and computer use.

FUNDAMENTAL ACADEMY

Three special features make the Fundamental Academy unique: 1) a strong basic instructional program in reading, writing, mathematics, and science; 2) a clearly defined code of conduct; and 3) a modified dress code. The program accepts children who thrive in a highly-structured environment, are reasonably well disciplined, have good work habits, complete homework assignments regularly, and have parents who understand and support the fundamental academy.

INDIVIDUAL PROGRESS AND SOCIAL IMPACT PROGRAM (IPSIP)

In the Individual Progress and Social Impact program, student development of social awareness and attitudes toward school, community, and self are stressed. The program is set up to provide interracial, intercultural understanding and enriching ethnic experiences. IPSIP´s philosophy is based on the idea that children need a wide range of activities to acquire social perceptions and a positive self-image, in addition to the tools of learning. Reading and mathematics are stressed in the academic program. Human relations and parent involvement are part of the program.

INTERNATIONAL STUDIES ACADEMY

The International Studies Academy at Withrow High School is based on the belief that an understanding of one's place in the world demands an international perspective. The program focuses on developing skills for critical thinking, improving skills for communication in mathematics, science, one's native language, foreign language, and the humanities.

The ISA has three components:

International Baccalaureate
(Preparation Grades 9-10; Advanced Study Grades 11-12)

This is an advanced placement program where students can earn advanced credits for up to one year at colleges and universities in Canada and the United States. The curriculum is that of a comprehensive high school liberal arts education. The IB offices in Geneva, Switzerland and Southhampton, Great Britain are responsible for program review and for preparing and grading all external examinations.

International Studies Program
(Grades 9-12)

For students of average or above average ability, the International Studies Program features include an emphasis on world literature, experience in the unified approach to mathematics, and a sequential study of natural and social sciences.

English As A Second Language

This program offers instruction for foreign born students with limited English proficiency. It provides classes to students from more than 15 different countries.

JUNIOR HIGH COLLEGE READINESS

Offered at five locations, the Junior High College Readiness program stresses the improvement in basic skills in mathematics and English and offers career orientation and development. The program is designed for children who want to enter a college preparatory program in high school, but need encouragement and individual attention to strengthen their basic skills. Self-contained classrooms and team teaching are part of the program. Students entering the program should be performing on at least an average or above average ability.

MONTESSORI

This teaching method, developed by Maria Montessori nearly 80 years ago, provides students with experiences in self-expression and exploration. The growth and development of the individual child, the whole child - within the social environment of the school - is emphasized. Children use many learning materials not common in traditional classrooms. The materials are designed so that children can use them on their own in an activity that is most interesting to them. Montessori education offers training in basic skills. The curriculum allows children to learn according to their needs, curiosities, and culture. The child receives both individual and group instruction and enrichment supporting the child´s own discovery of his/her world.

MULTI-AGE, NON-GRADED

The Multi-Age program at Clifton School recognizes the benefits of educating children of different ages together according to their functional level. In this non-graded program, students work at grade level, above grade level, and below grade level, depending on each student´s greatest need. The multi-age groupings, by levels in mathematics and reading, allow children to learn from each other as well as from a teacher. Multi-age education permits adjusting teaching methods to meet differing social, mental, and physical capabilities.

PAIDEIA CRITICAL THINKING SCHOOL

Mortimer Adler, in his book, The Paideia Proposal, contends that "Soon, most jobs will be thinking jobs requiring higher levels of reasoning, computing, analytical skills, and decision-making techniques." To ready our children for this world, the Paideia concept of education prepares students for earning a living, the duties of citizenship, and self-development after formal school is completed. All students take the same course of study. Three modes of learning are used by teachers: 1) acquisition of knowledge through traditional teaching techniques, 2) the development of the intellectual skills of learning and thinking in coaching labs, and 3) use of student seminars to further the understanding of basic ideas and values.

PRIMARY SCHOOL FOR ARTS ENRICHMENT

The Primary School for Arts Enrichment offers a strong academic program as well as a well-rounded program in art, music, movement, drama, and creative writing. The focus of the program, as in any primary program, is to develop broad learning skills, positive attitudes, and a basic foundation in reading and mathematics. The program provides opportunities for children to use their talents and creativity. Children receive instruction two periods a week from specialists in each portion of the arts program - visual arts, music, Suzuki violin, and physical education/movement and dance. The school is supported with musical instruments, special equipment, and supplies.

READING/LANGUAGE ARTS DEMONSTRATION CENTER

The Reading/Language Arts Demonstration Center emphasizes the communication arts - reading, writing, listening, and speaking. The components of the program are (1) The Reading Intervention Center for those students who are experiencing reading difficulties and meet the established entry criteria; (2) EXCELL! for those students who require an enriched reading and mathematics curriculum; and (3) finally, an academic program emphasizing excellence in reading/language arts for all students. Opportunities abound for students to master and practice communications skills through such activities as a weekly school-wide broadcast, the Young Writers Exposition, The Great Books Program, and a quarterly literary magazine publishing students' writing. Students are exposed to experts in the area of communication through the visits of artists and the members of the Communication Arts Advisory Board. This intensive reading/language arts curriculum is supported by a strong mathematics and science program.

SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

The School for the Creative and Performing Arts (SCPA) is a unique school where young people with special talents in the arts have the opportunity to develop their artistic skills and academic knowledge within the same school setting. SCPA's intensive intellectual, creative, and artistic programs help students acquire the self-discipline, integrity, physical and mental labor to succeed, not only as artists in competitive fields, but as professionals in other fields - architecture, computer science, medicine, and education. The school offers study in visual arts, dance, drama, music, and creative writing, as well as a strong basic instructional program that includes a full college preparatory curriculum. In 1984-85 SCPA was one of the schools selected to receive National recognition for merit by the U.S. Department of Education.

APPENDIX D

D-1

Evaluation
Branch

THE OPEN ENROLLMENT PROGRAM

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October, 1987

Cincinnati Public Schools
Office of the Superintendent

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Executive Summary

This report contains a summary of evaluative data on the open enrollment program in Cincinnati Public Schools for the 1986-87 school year in the following areas: student enrollment, racial composition, achievement on standardized tests, and parent attitudes toward the program.

The number of students participating in the open enrollment program for the 1986-87 school year was 1,202, an increase of 125 students over the previous school year. The percentage of black students in the open enrollment program was 96% for the 1986-87 school year, and these students improved the racial balance in twenty-eight schools.

An analysis of achievement test results indicated that open enrollment students had lower scores in reading and mathematics compared to students in alternative programs and to all other students in non-alternative programs. Open enrollment students made similar progress compared to other students in terms of improving mathematics achievement levels over those from the previous year. However, open enrollment students made less progress in reading.

In a comparison of selected survey items measuring attitudes toward school, parents of open enrollment students gave responses that were very similar to those given by parents of students in alternative and non-alternative programs.

D-4

THE OPEN ENROLLMENT PROGRAM

Introduction

Open enrollment is a program in the Cincinnati Public Schools that permits parents to enroll their children in schools other than their neighborhood school if the enrollment helps the racial balance of the receiving school and does not hurt the racial balance of the sending school. (The sending school is the student's neighborhood school; the receiving school is the school to which the student is transferred.) This program has been in operation since 1973, and it has played an important role in the improvement of racial balance in many of our schools.

The 1984 Bronson Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People states specifically that the current open enrollment program will remain in place to assist in the reduction of racial isolation. This report contains evaluative data concerning the program's operation during the 1986-87 school year. Data on the number of program students were provided by the Alternative Schools Office. The remaining data and information in this report were taken from records maintained by the Evaluation Branch.

Evaluation Results

Student Enrollment

Student enrollment and racial composition data are shown in Table 1 for several years beginning in 1973-74. (Open enrollment statistics for some years were not available.) The pattern of large numbers of black students opting for open enrollment can be clearly seen. Data in Table 1 also reveal an increase of 125 students from 1985-86 to the 1986-87 school year. Of the total 1,202 open enrollment students in 1986-87, 96% were black.

Table 1. Number and Race of Students in Open Enrollment Program, 1973-74 through 1986-87.

YEAR	BLACK	WHITE	TOTAL
1986-87	1158	44	1202
1985-86	1045	32	1077
1984-85	1174	31	1205
1983-84	1075	38	1078
1982-83	1220	38	1258
1981-82	1143	27	1170
1980-81	1207	25	1232
1974-75	657	1	658
1973-74	78	63	141

The number of open enrollment students and the percentage of total open enrollment program students at each school receiving these students is shown in Table 2. Elementary schools with the highest percentage of all open enrollment students were Covedale (6%), Kilgour (6%), Westwood (6%), Hartwell (5%), Mt. Washington (4%) and Hyde Park (3%). Secondary schools with the highest percentage of all open enrollment students were Dater (20%), and Roberts (4%), and Western Hills (27%). Western Hills and Dater together are receiving schools for 47% of the total program enrollment.

Table 2. Number and Percentage of Total Open Enrollment Program Students at Each School, October 1986.

School	Number of Open Enrollment Students 1986-87	Percentage of Open Enrollment Program 1986-87
Elementary		
Carson	6	< 1% *
Central Fairmount	25	2
Cheviot	35	3
Covedale	67	6
Hartwell	63	5
Hyde Park	38	3
Kilgour	71	6
Kirby Road	19	2
Losantiville	23	2
Midway	27	2
Mt. Airy	21	2
Mt. Washington	52	4
North Fairmount	3	< 1
Oyler	2	< 1
Pleasant Hill	2	< 1
Pleasant Ridge	3	< 1
Quebec Heights	26	2
Roosevelt	3	< 1
Roselawn/Condon	1	< 1
Westwood	75	6
Whittier	5	< 1

Table 2. Continued.

School	Number of Open Enrollment Students 1986-87	Percentage of Open Enrollment Program 1986-87
Secondary		
Aiken	11	< 1
Dater	235	20
Gamble	17	1
Porter	5	< 1
Roberts	48	4
Western Hills	318	27
Withrow	1	< 1
Grand Total	1202	

* (< 1 means less than 1 percent)

Achievement Status

As part of the district-wide testing program, the California Achievement Test was administered to all students in grades 1 through 11, including the students in the open enrollment program.

During the 1986-87 school year, over 68% of all open enrollment students scored in the average achievement range in reading and mathematics. This was an increase of 4% over results for the previous school year. The number of students in the below average stanine group increased slightly, while the number of students in the above average category decreased slightly in reading and increased in mathematics. As measured by the percentage of students at or above the national norm, the number of open enrollment students declined 4% to 39% in reading and increased by 1.5% to nearly 46% in mathematics. See Table 3 for a description of these results.

Table 3. Reading and Mathematics Achievement Levels for Open Enrollment Program Students by School, April, 1987.

Open Enrollment School	Achievement Category Below Average (1-3) N (%)		Average (4-6) N (%)		Above Average (7-9) N (%)		Percentage At or Above National Norm in Total Program N (%)	
	TR*	TM**	TR*	TM**	TR*	TM**	TR*	TM**
Carson	0 (0.0)	0 .(0.0)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)
Central Fairmount	7 (30.4)	8 (33.3)	14 (60.9)	10 (41.7)	2 (8.7)	6 (25.0)	6 (26.1)	12 (50.0)
Cheviot	7 (21.2)	2 (6.1)	24 (72.7)	25 (75.8)	2 (6.1)	6 (18.2)	12 (36.4)	13 (39.4)
Covedale	6 (11.5)	4 (7.5)	43 (82.7)	42 (79.2)	3 (5.8)	7 (13.2)	17 (32.7)	24 (45.3)
Hartwell	6 (10.9)	1 (1.8)	38 (69.1)	37. (67.3)	11 (20.0)	17 (30.9)	28 (50.9)	38 (69.1)
Hyde Park	6 (18.8)	8 (25.0)	20 (62.5)	16 (50.0)	6 (18.8)	8 (25.0)	16 (50.0)	18 (56.3)
Kilgour	5 (8.2)	8 (13.3)	36 (59.0)	36 (60.0)	20 (32.8)	16 (26.7)	40 (65.6)	38 (63.3)
Kirby Road	2 (13.3)	6 (37.5)	7 (46.7)	7 (43.8)	6 (40.0)	3 (18.8)	8 (53.3)	8 (50.0)
Losantiville	1 (4.3)	1 (4.3)	14 (60.9)	5 (21.7)	8 (34.8)	17 (73.9)	16 (69.6)	22 (95.7)
Midway	4 (19.0)	5 (23.8)	15 (71.4)	14 (66.7)	2 (9.5)	2 (9.5)	4 (19.0)	9 (42.9)
Mt. Airy	5 (26.3)	3 (15.8)	12 (63.2)	15 (78.9)	2 (10.5)	1 (5.3)	9 (47.4)	8 (42.1)
Mt. Washington	8 (17.8)	9 (20.0)	32 (71.1)	32 (71.1)	5 (11.1)	4 (8.9)	14 (31.1)	19 (42.2)
Oyler	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Pleasant Ridge	0 (0.0)	1 (50.0)	2 (100.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Quebec Heights	5 (21.7)	4 (17.4)	15 (65.2)	15 (65.2)	3 (13.0)	4 (17.4)	9 (39.1)	13 (56.5)
Roosevelt	0 (0.0)	0 (0.0)	4 (100.0)	2 (50.0)	0 (0.0)	2 (50.0)	1 (25.0)	3 (75.0)
Roselawn	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)
Westwood	13 (22.0)	14 (23.3)	41 (69.5)	38 (63.3)	5 (8.5)	8 (13.3)	26 (44.1)	25 (41.7)
Whittier	1 (12.5)	1 (12.5)	6 (75.0)	6 (75.0)	1 (12.5)	1 (12.5)	4 (50.0)	5 (62.5)
Dater	39 (24.2)	20 (12.6)	118 (73.3)	130 (81.8)	4 (2.5)	9 (5.7)	56 (34.8)	66 (41.5)
Gamble	1 (7.7)	1 (7.7)	8 (61.5)	10 (76.9)	4 (30.8)	2 (15.4)	7 (53.8)	8 (61.5)
Porter	2 (66.7)	2 (66.7)	1 (33.3)	1 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Roberts	11 (34.4)	3 (9.7)	20 (62.5)	26 (83.9)	1 (3.1)	2 (6.5)	8 (25.0)	8 (25.8)
Schwab	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Aiken	1 (33.3)	0 (0.0)	1 (33.3)	3 (100.0)	1 (33.3)	0 (0.0)	2 (66.7)	2 (66.7)
Western Hills	45 (26.0)	44 (25.6)	118 (68.2)	116 (67.4)	10 (5.8)	12 (7.0)	56 (32.4)	54 (31.4)
Summary Data 1987 (Grades 1-11)	177 (20.4)	147 (17.0)	593 (68.5)	591 (68.3)	96 (11.1)	127 (14.7)	340 (39.3)	395 (45.7)
(Summary Data 1986) (Grades 1-11)	167 (22.0)	157 (20.4)	490 (64.5)	511 (66.5)	103 (13.5)	101 (13.1)	331 (43.6)	340 (44.2)

* Total reading scores as measured by the California Achievement Test.

** Total mathematics scores as measured by the California Achievement Test.

Presented in Table 4 are comparative data on achievement status levels of students in open enrollment, alternative school programs, and non-alternative students (those in regular neighborhood school programs). A review of these data indicated that open enrollment program students had

a) a higher percentage of scores in the below average stanines (1-3),

b) a higher percentage of scores in the average stanines (4-6),

c) a lower percentage of scores in the above average stanines (7-9),

d) a lower percentage of scores at or above the national norm.

It is important to remember that comparisons of achievement distributions for three groups for the same year describe existing differences in achievement rather than academic progress.

Table 4. Reading and Mathematics Achievement Levels for Students in Non-Alternative Programs, Alternative Programs, and the Open Enrollment Program, April, 1987.

	Number and Percentage of Students by Category															
	Below Average Stanines 1-3				Average Stanines 4-6				Above Average Stanines 7-9				Percent At or Above National Norm			
	TR*		TM**		TR*		TM**		TR*		TM**		TR*		TM**	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Non-Alternative	4,362	(17.9)	4,070	(16.7)	15,299	(62.9)	14,702	(60.5)	4,652	(19.1)	5,546	(22.8)	11,670	(48.0)	12,868	(52.9)
Alternative	1,081	(8.6)	1,044	(8.3)	7,879	(62.7)	7,384	(58.4)	3,609	(28.7)	4,216	(33.3)	8,051	(64.1)	8,606	(68.1)
Open Enrollment	177	(20.4)	147	(17.0)	593	(68.5)	591	(68.3)	96	(11.1)	127	(14.7)	340	(39.3)	395	(45.7)

* Total reading scores as measured by the California Achievement Test.
** Total mathematics scores as measured by the California Achievement Test.

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the open enrollment program students on the California Achievement Test are presented in Table 5. Data for promoted students in grades 2-11 who were tested in April 1986 and again in April 1987 are included. Gain scores cannot be computed for grade 1 students since the necessary baseline data are not obtained during the kindergarten year. The test is not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in a gain of 0), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for below average students as it does for the average or above average students.

An analysis of the data in Table 5 revealed that students in the open enrollment program had losses in average NCEs from 1986 to 1987 and achieved less than the expected gain as compared to the norm group in both reading and mathematics. Comparative summary data are included for the 1985-86 school year.

Table 5. **Reading and Mathematics Achievement Gains for Promoted Open Enrollment Students for the 1986-87 School Year.**

	TOTAL READING				TOTAL MATH			
School	**Average NCE 1986**	**Average NCE 1987**	**NCE Gain**	**Number of Students**	**Average NCE 1986**	**Average NCE 1987**	**NCE Gain**	**Number of Students**
Carson	48.0	41.0	-7.0	1	31.0	40.0	+9.0	1
Central Fairmount	48.0	43.5	-4.5	17	49.7	49.5	-0.2	18
Cheviot	43.8	46.1	-2.3	31	49.0	51.4	-2.4	31
Covedale	43.5	42.7	-0.8	41	46.2	46.7	+0.5	43
Hartwell	53.6	49.1	-4.5	43	54.9	56.7	+1.8	43
Hyde Park	53.6	50.4	-3.2	27	52.7	51.0	-1.7	26
Kilgour	61.3	56.3	-5.0	45	55.1	55.3	+0.2	44
Kirby Road	47.7	48.9	+1.2	7	43.9	49.4	+5.5	8
Losantiville	60.8	59.1	-1.7	19	62.5	71.3	+8.8	19
Midway	48.2	42.3	-5.9	15	47.9	46.7	-1.2	15
Mt. Airy	41.4	41.2	-0.2	14	43.2	44.4	+1.2	14
Mt. Washington	52.8	45.7	-7.1	42	52.9	47.0	-5.9	43
Oyler	50.5	36.0	-14.5	2	56.0	29.5	-26.5	2
Pleasant Ridge	45.0	38.5	-6.5	2	37.5	39.0	+1.5	2
Quebec Heights	48.5	43.9	-4.6	17	59.0	51.3	-7.7	17
Roosevelt	48.5	46.0	-2.5	4	66.0	65.0	-1.0	4
Roselawn	51.0	53.0	+2.0	1	76.0	61.0	-15.0	1
Westwood	48.1	44.2	-3.9	42	51.9	44.7	-7.2	44
Whittier	50.7	44.0	-6.7	6	44.8	48.6	+3.8	6
Dater	43.5	43.6	+0.1	134	48.5	46.9	-1.6	131
Gamble	62.3	56.3	-6.0	12	56.9	51.9	-5.0	13
Porter	33.3	31.3	-2.0	3	34.7	35.3	+0.6	3
Roberts	43.6	38.3	-5.3	24	38.2	43.7	-5.5	25
Aiken	56.7	53.7	-3.0	3	54.7	52.7	-2.0	3
Western Hills	47.9	44.4	-3.5	131	48.1	46.1	-2.0	132
Summary Data, 1987 (Grades 2-11)	48.7	45.8	-2.9	683	50.1	48.9	-1.2	688
Summary Data, 1986 (Grades 2-11)	48.2	47.4	-0.8	601	49.2	47.7	-1.5	605

Presented in Table 6 is a comparison of achievement status and gain data for students in the Open Enrollment Program, the Alternative Program, and in non-alternative programs (students in neighborhood school programs)

Table 6. Achievement, Status and Gains, for Students in Non-Alternative Programs, Alternative Programs, and the Open Enrollment Program, 1986-87.

	TOTAL READING				TOTAL MATHEMATICS			
	Avg. NCE 1986	Avg. NCE 1987	NCE Gain	Number of Students	Avg. NCE 1986	Avg. NCE 1987	NCE Gain	Number of Students
Non-Alternative	52.4	50.2	-2.2	17,441	54.3	52.8	-1.5	17,436
Alternative	58.1	56.2	-1.9	9,799	59.4	58.3	-1.1	9,792
Open Enrollment	48.7	45.8	-2.9	683	50.1	48.9	-1.2	688

As can be seen from these data, all three groups of students made less than the expected gain of zero NCE´s. The average loss for open enrollment students in mathematics was comparable to the average loss for students in alternative programs and slightly less than the loss experienced by students in non-alternative programs. Open enrollment students, however, experienced a larger average loss in reading than did students in the other two programs.

Attitudes of Parents Toward Open Enrollment

During May of 1987, the Evaluation Branch conducted a mail survey of parents with students in the open enrollment program. A total of 199 parents responded, which was a 17% return rate. Results of the surveys are presented in Table 7 and are discussed below.

Quality of Education. Eighty-seven percent of the open enrollment parents responding to this survey were satisfied with the quality of education at their child's school, while 79% were satisfied with the quality of teaching. Seventy-five percent felt their child was receiving a better education in open enrollment than that offered in their neighborhood school, and 71% were satisfied with the amount of communication concerning the students' academic progress.

Rating of School Climate. On this survey, eighty-nine percent of parents responding indicated that they felt free to contact the teacher or someone else at school, 86% felt welcome at school, and 85% said their child looked forward to attending school each day. Seventy-five percent of the parents indicated that their child spoke favorably about school, and 62% believed that their child's teachers took a personal interest in him/her. Only 20% of parents, however, indicated that they were active in the school's parent organization.

Rating of School Discipline and Safety. Seventy-six percent of these parents felt that there was good discipline at their child's school, while 73% felt their child was safe in the school's immediate neighborhood. Sixty-eight percent felt that their child was treated fairly in school.

Support for Open Enrollment. Ninety-one percent of the parents responding to this survey were glad they had sent their child to an open enrollment school, and 72% planned for their child to return to the same school next year. In addition, 47% had more than one child in open enrollment.

Table 7. Summary of Responses to the Open Enrollment Parent Survey, May, 1987.

ITEMS	Percentage of Affirmative Responses (N=199)
1 - Do you feel free to contact the teacher or someone else at school if you have a question or problem?	89%
2 - Are you glad you sent your child to an open enrollment school?	91
3 - Do you feel welcome at the school your child attends?	86
4 - Are you satisfied with the quality of education your child is receiving in the open enrollment program?	87
5 - Does your child look forward to attending school each day?	85
6 - Does your child get along well with other students in his open enrollment school?	87
7 - Are you satisfied with the quality of teaching at your child's school?	79
8 - Does your child's school have good discipline?	76
9 - Do you feel your child is receiving a better education in open enrollment than that offered in the neighborhood school?	75
10 - Are you satisfied with your child's transportation to his open enrollment school?	83
11 - Does your child speak positively about most of his school experiences?	75
12 - Do you think your child is treated fairly at school?	68
13 - Have you visited your child's open enrollment school this year?	77
14 - Do you feel your child is safe in the school's immediate neighborhood?	73
15 - Are you satisfied with the amount of communication on your child's academic progress?	71
16 - Do you believe your child's teachers take a personal interest in him/her?	62
17 - Do you think there is good student interracial understanding in your child's school?	63
18 - Do you plan for your child to return to the same open enrollment school next year?	72
19 - Do you have more than one child attending an open enrollment school?	47
20 - Does your child participate in any extra curricular activities at his open enrollment school?	49
21 - Are you an active member of the school's parent organization?	20

Comparison of Parent Attitudes. Shown in Table 8 is a comparison of responses to similar items between open enrollment parents, alternative parents, and all parents surveyed on the School Information System parent surveys for 1987.

Overall, the responses by open enrollment parents compare very favorably to those by other parents. Open enrollment parents, however, do give a lower percentage of affirmative responses to the issue of whether their child is treated fairly at school and to whether teachers have a personal interest in their child.

Table 8. Comparison of Parent Responses to Similar Survey Items, 1986-87.

ITEM	Percentage of Affirmative Responses All Parents 1986-87	Alternative Parents 1986-87	Open Enrollment Parents 1986-87
Do you feel free to contact the teacher or someone else if you have a question or problem?	93%	94%	89%
Do you feel welcome at your child's school?	90	92	86
Are you satisfied with the quality of teaching at your child's school?	79	83	79
Does your child's school have good discipline?	74	79	76
Does your child speak positively about most of his/her school experiences?	78	82	75
Do you think your child is treated fairly?	80	82	68
Have you visited your child's school this year?	85	88	77
Do you feel your child is safe in the school's immediate neighborhood?	67	68	73
Do you believe your child's teachers have a personal interest in him/her?	69	73	62
Do you think there is good student interracial understanding in your child's school?	64	71	63
Average	78%	81%	75%

Summary

A total of 1,202 students participated in the Open Enrollment program during the 1986-87 school year, and this was an increase of 125 students over the previous year.

As a group, open enrollment program students had lower achievement scores on the average as compared to results for students in alternative programs and for all other students. Open enrollment students made comparable progress in mathematics during the year but less progress in reading compared to students in these other two programs.

Parents of students in the open enrollment program indicated a high level of satisfaction with the quality of education being provided for their children, and displayed attitudes similar to those of parents with children in alternative programs and in the neighborhood school program.

Approved:
Joseph F. Gastright
Evaluation Branch

D-18

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 21, 1987.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Carson	Heberle							1	1	
2	Carson	Rothenberg				1	1			2	
1	Carson	Windsor							1	1	
4	CARSON TOTAL 1987-88		0	0	0	1	1	0	2	4	0
6	CARSON TOTAL 1986-87						2	2	2	6	
4	C. Fairmount	Hays		1				1	2	4	
2	C. Fairmount	Hoffman				1			1	2	
4	C. Fairmount	Millvale		1		2	1			4	
4	C. Fairmount	North Fairmount		2			1		1	4	
3	C. Fairmount	Roll Hill				1			2	3	
4	C. Fairmount	Roosevelt			2		1	1		4	
2	C. Fairmount	Vine						1	1	2	
2	C. Fairmount	Washburn					1	1		2	
2	C. Fairmount	Winton Place	1			1				2	
27	C. FAIRMOUNT TOTAL 1987-88		1	4	2	5	4	4	7	27	0
25	C. FAIRMOUNT TOTAL 1986-87		1	1	8	3	2	7	3	25	
4	Cheviot	Chase							4	4	
2	Cheviot	Heberle						1	1	2	
5	Cheviot	North Fairmount						2	3	5	
1	Cheviot	Parham						1		1	
1	Cheviot	Pleasant Hill						1		1	
6	Cheviot	Roll Hill						1	5	6	
5	Cheviot	Roosevelt						2	3	5	
1	Cheviot	Roselawn/Condon						1		1	
1	Cheviot	Taft Elem.						1		1	
1	Cheviot	Washburn						1		1	
27	CHEVIOT TOTAL 1987-88		0	0	0	0	0	11	16	27	0
35	CHEVIOT TOTAL 1986-87					1	9	15	10	35	
2	Covedale	Anderson Place						1	1	2	
4	Covedale	Burton		2	1	1				4	
4	Covedale	Chase						2	2	4	
1	Covedale	Hays					1			1	
2	Covedale	Millvale		1		1				2	
1	Covedale	North Avondale							1	1	
6	Covedale	North Fairmount		2	2	1			1	6	
2	Covedale	Pleasant Hill		1		1				2	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
5	Covedale	Rockdale		2	1		1	1		5	
4	Covedale	Roll Hill			1		2	1		4	
2	Covedale	Roosevelt					1		1	2	
7	Covedale	Rothenberg		1		1	1	3	1	7	
1	Covedale	So. Avondale					1			1	
3	Covedale	Taft Elem.		1		1	1			3	
2	Covedale	Vine				2				2	
6	Covedale	Washburn			2	1	1	2		6	
4	Covedale	Washington Pk			1	1		1	1	4	
3	Covedale	Windsor			1		1		1	3	
4	Covedale	Winton Place			3	1				4	
63	COVEDALE TOTAL 1987-88		0	10	12	11	10	11	9	63	0
67	COVEDALE TOTAL 1986-87		2	10	8	6	14	12	15	67	
3	Hartwell	Bond Hill					1	2		3	
2	Hartwell	Burton	1		1					2	
12	Hartwell	Chase					1	8	3	12	
2	Hartwell	Hays				1			1	2	
1	Hartwell	Heberle		1						1	
2	Hartwell	Losantiville			1	1				2	
5	Hartwell	North Fairmount		2		2		1		5	
1	Hartwell	Pleasant Hill						1		1	
2	Hartwell	Pleasant Ridge			1		1			2	
3	Hartwell	Rockdale							3	3	
6	Hartwell	Rothenberg				1	2	3		6	
4	Hartwell	South Avondale		2	1			1		4	
5	Hartwell	Swifton			2	2			1	5	
2	Hartwell	Taft Elem.					1	1		2	
1	Hartwell	Washburn						1		1	
21	Hartwell	Winton Place	1	4	6	7	3			21	
72	HARTWELL TOTAL 1987-88		2	9	12	14	9	18	8	72	
63	HARTWELL TOTAL 1986-87		1	7	15	8	18	7	7	63	
1	Hyde Park	Anderson Place		1							1
1	Hyde Park	Bramble						1		1	
2	Hyde Park	Burton			2					2	
6	Hyde Park	Hoffman	1		1	1		1	2	6	
9	Hyde Park	Kilgour	1	1	1	1	3	2		2	7
1	Hyde Park	McKinley			1						1
1	Hyde Park	Millvale		1						1	
1	Hyde Park	Pleasant Ridge	1							1	
5	Hyde Park	Rockdale		1			2		2	5	
1	Hyde Park	Silverton		1						1	
2	Hyde Park	South Avondale		1	1					2	
1	Hyde Park	Taft Elem.				1				1	
1	Hyde Park	Windsor					1			1	
2	Hyde Park	Winton Place			1		1			2	
34	HYDE PARK TOTAL 1987-88		3	6	7	3	7	4	4	25	9

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
38	HYDE PARK TOTAL 1986-87		3	4	4	7	7	4	9	24	14
10	Kilgour	Anderson Place	1	2	2		1		4	10	
9	Kilgour	Bramble	1	4	1	2			1	9	
3	Kilgour	Burton			1		2			3	
1	Kilgour	Chase							1	1	
1	Kilgour	Hays					1			1	
1	Kilgour	Heberle							1	1	
12	Kilgour	Hoffman	2	1	3	1	2	2	1	12	
1	Kilgour	North Fairmount							1	1	
11	Kilgour	Parham	1		1	1	1	2	5	11	
1	Kilgour	Pleasant Hill					1			1	
4	Kilgour	Pleasant Ridge	1	1			1	1		4	
3	Kilgour	Rockdale			1				2	3	
3	Kilgour	Silverton					1	1	1	3	
4	Kilgour	South Avondale	1					1	2	4	
4	Kilgour	Swifton		1		1	1	1		4	
2	Kilgour	Taft Elem.		1	1					2	
1	Kilgour	Vine		1						1	
1	Kilgour	Washburn						1		1	
1	Kilgour	Windsor					1			1	
1	Kilgour	Woodford			1					1	
74	KILGOUR TOTAL 1987-88		7	11	11	5	12	9	19	74	0
71	KILGOUR TOTAL 1986-87		9	12	5	5	7	19	14	71	
2	Kirby Road	Burton			2					2	
2	Kirby Road	Millvale		1	1					2	
2	Kirby Road	North Fairmount			2					2	
1	Kirby Road	Pleasant Hill		1						1	
1	Kirby Road	Roll Hill			1					1	
3	Kirby Road	South Avondale		1	2					3	
1	Kirby Road	Taft Elem.		1						1	
1	Kirby Road	Washington Park		1						1	
5	Kirby Road	Winton Place	1		4					5	
18	KIRBY ROAD TOTAL 1987-88		1	5	12	0	0	0	0	18	0
19	KIRBY ROAD TOTAL 1986-87		2	10	7					19	
2	Losantiville	Bond Hill		1					1	2	
2	Losantiville	Carthage					1	1			2
2	Losantiville	Hartwell		1		1					2
3	Losantiville	Pleasant Ridge			1			1	1	2	1
3	Losantiville	Roselawn/Condon				1		1	1	3	
2	Losantiville	South Avondale			2					2	
1	Losantiville	Swifton							1	1	
1	Losantiville	Washington Park						1		1	
1	Losantiville	Woodford					1			1	
17	LOSANTIVILLE TOTAL 1987-88		0	2	3	2	2	4	4	12	5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
23	LOSANTIVILLE TOTAL 1986-87			4	1	2	4	4	8	19	4
1	Midway	Chase							1	1	
5	Midway	Hays		1	3		1			5	
1	Midway	Heberle		1						1	
5	Midway	Millvale			2	1	2			5	
3	Midway	North Fairmount		1		1		1		3	
1	Midway	Rockdale				1				1	
7	Midway	Roll Hill			2	2	2		1	7	
1	Midway	Rothenberg		1						1	
2	Midway	South Avondale				1	1			2	
3	Midway	Vine		1	1	1				3	
1	Midway	Washington Park		1						1	
1	Midway	Windsor			1					1	
2	Midway	Winton Place				2				2	
33	MIDWAY TOTAL 1987-88		0	6	9	9	6	1	2	33	0
27	MIDWAY TOTAL 1986-87			6	4	4	6	4	3	27	
2	Mt. Airy	Hays				1			1	2	
1	Mt. Airy	Millvale					1			1	
1	Mt. Airy	Parham							1	1	
1	Mt. Airy	Pleasant Hill			1					1	
1	Mt. Airy	Rockdale				1				1	
3	Mt. Airy	Roll Hill				2			1	3	
1	Mt. Airy	Winton Place				1				1	
10	MT AIRY TOTAL 1987-88		0	0	1	5	1	0	3	10	0
21	MT AIRY TOTAL 1986-87			1	7	2	3	4	4	21	
4	Mt Washington	Bond Hill						3	1	4	
1	Mt Washington	Burton						1		1	
1	Mt Washington	Hays						1		1	
7	Mt Washington	Hoffman			1		2	3	1	7	
2	Mt Washington	Hyde Park			1	1				2	
1	Mt Washington	Kilgour				1				1	
1	Mt Washington	Kirby Road				1				1	
1	Mt Washington	Millvale					1			1	
1	Mt Washington	Mt. Airy							1	1	
1	Mt Washington	North Fairmount				1				1	
3	Mt Washington	Pleasant Ridge				2	1			3	
3	Mt Washington	Rockdale		1			2			3	
1	Mt Washington	Roll Hill					1			1	
2	Mt Washington	Roosevelt						2		2	
5	Mt Washington	South Avondale		1		3	1			5	
2	Mt Washington	Vine					1		1	2	
6	Mt Washington	Winton Place				4	2			6	
42	MT WASHINGTON TOTAL 1987-88		0	2	2	13	11	10	4	42	0

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
52	MT WASHINGTON TOTAL 1986-87			3	18	10	10	4	7	52	
1	No. Fairmt.	Central Fairmt.		1							1
1	NORTH FAIRMOUNT TOTAL 1987-88		0	1	0	0	0	0	0	0	1
3	NORTH FAIRMOUNT TOTAL 1986-87		2					1			3
1	Oyler	Anderson Place	1							1	
3	Oyler	Bond Hill	2						1	3	
1	Oyler	Chase							1	1	
8	Oyler	Hays	6	1			1			8	
1	Oyler	Heberle					1			1	
2	Oyler	Hoffman	1						1	2	
1	Oyler	Millvale	1							1	
1	Oyler	North Fairmount	1							1	
2	Oyler	Parham		1	1					2	
1	Oyler	Roosevelt					1			1	
1	Oyler	Rothenberg			1					1	
1	Oyler	Vine					1			1	
18	Oyler	Washburn	8	4	1	4		1		18	
3	Oyler	Winton Place	2	1						3	
44	OYLER TOTAL 1987-88		22	7	3	4	4	1	3	44	0
2	OYLER TOTAL 1986-87					1		1		2	
2	PLEASANT HILL TOTAL 1986-87		1		1						2
1	Pl. Ridge	Silverton							1	1	
1	PLEASANT RIDGE TOTAL 1987-88		0	0	0	0	0	0	1	1	0
3	PLEASANT RIDGE TOTAL 1986-87				1			1	1	1	2
1	Quebec Hts.	Burton							1	1	
1	Quebec Hts.	Heberle					1			1	
3	Quebec Hts.	Millvale				2	1			3	
4	Quebec Hts.	North Fairmount		1		1		1	1	4	
1	Quebec Hts.	Parham					1			1	
1	Quebec Hts.	Roosevelt							1	1	
2	Quebec Hts.	Rothenberg				1	1			2	
1	Quebec Hts.	South Avondale						1		1	
2	Quebec Hts.	Vine					1		1	2	
3	Quebec Hts.	Winton Place		1	1	1				3	
19	QUEBEC HEIGHTS TOTAL 1987-88		0	2	1	5	5	2	4	19	0
26	QUEBEC HEIGHTS TOTAL 1986-87			1	6	8	3	5	3	26	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Roosevelt	Chase							1	1	
1	Roosevelt	Heberle							1	1	
1	Roosevelt	Hoffman				1				1	
1	Roosevelt	Millvale				1				1	
4	ROOSEVELT TOTAL 1987-88		0	0	0	2	0	0	2	4	0
3	ROOSEVELT TOTAL 1986-87				2			1		3	
1	Roselawn	Central Fairmt.				1					1
2	Roselawn	Hartwell *1			1						2
1	Roselawn	Kilgour						1			1
2	Roselawn	Woodford			1	1					2
6	ROSELAWN TOTAL 1987-88 *1		0	0	2	2	0	1	0	0	6
1	ROSELAWN TOTAL 1986-87								1		1
2	Sayler Park	Washington Park			1			1		2	
2	SAYLER PARK TOTAL 1987-88		0	0	1	0	0	1	0	2	0
1	Wash. Park	McKinley					1				1
1	WASHINGTON PK TOTAL 1987-88		0	0	0	0	1	0	0	0	1
1	Westwood	Burton			1					1	
2	Westwood	Central Fairmt.		1			1			2	
3	Westwood	Hays						2	1	3	
3	Westwood	Heberle			2			1		3	
1	Westwood	Hoffman					1			1	
3	Westwood	Millvale		1	1	1				3	
24	Westwood	North Fairmount	1	5	4	2	4	5	3	24	
15	Westwood	Roll Hill		1	3	5		3	3	15	
1	Westwood	Roosevelt		1						1	
1	Westwood	Rothenberg						1		1	
2	Westwood	Vine					1		1	2	
1	Westwood	Washburn						1		1	
2	Westwood	Winton Place		1		1				2	
59	WESTWOOD TOTAL 1987-88		1	10	11	9	7	13	8	59	0
75	WESTWOOD TOTAL 1986-87		5	16	15	10	16	13		75	
1	Whittier	Chase						1		1	
2	Whittier	Hays					1		1	2	
3	WHITTIER TOTAL 1987-88		0	0	0	0	1	1	1	3	0
5	WHITTIER TOTAL 1986-87				1		1		3	5	
561	**GRAND TOTAL 1987-88 *1**		**37**	**75**	**89**	**90**	**81**	**91**	**97**	**539**	**22**
567	GRAND TOTAL 1986-87		26	75	103	67	102	104	90	541	26

*7th Grade Student at Roselawn/Condon.

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 21, 1987.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Aiken	Dater				1				1
5	Aiken	Western Hills			1	3	1			5
6	AIKEN TOTAL 1987-88		0	0	1	4	1	0	0	6
11	AIKEN TOTAL 1986-87				4	2		5		11
1	Dater	Aiken			1				1	
72	Dater	Bloom	26	33	13				72	
30	Dater	Crest Hills	16	12	2				30	
8	Dater	Gamble		1	7				8	
1	Dater	Hughes			1				1	
52	Dater	Merry	25	20	7				52	
11	Dater	Peoples	3	5	3				11	
24	Dater	Porter	14	5	5				24	
3	Dater	Sawyer		1	2				3	
39	Dater	Schwab	17	14	8				39	
241	DATER TOTAL 1987-88		101	91	49	0	0	0	241	0
235	DATER TOTAL 1986-87		89	95	51				235	
2	Gamble	Bloom	1	1					2	
1	Gamble	Central Fairmt.	1						1	
1	Gamble	Cheviot	1							1
1	Gamble	Crest Hills	1						1	
7	Gamble	Merry	4	3					7	
1	Gamble	North Fairmount	1						1	
1	Gamble	Peoples		1					1	
1	Gamble	Quebec Heights	1							1
6	Gamble	Roll Hill	5	1					6	
2	Gamble	Schwab	2						2	
23	GAMBLE TOTAL 1987-88		17	6	0	0	0	0	21	2
17	GAMBLE TOTAL 1986-87	*14	1	2					11	6
1	Hughes	Western Hills					1			1
1	HUGHES TOTAL 1987-88		0	0	0	0	1	0	0	1

*6TH Grade Students at Gamble

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Porter	Bloom		1					1	
1	Porter	Dater		1						1
1	Porter	Schwab	1						1	
3	PORTER TOTAL 1987-88		1	2	0	0	0	0	2	1
5	PORTER TOTAL 1986-87		4	1					5	
15	Roberts	Bloom	3	7	5				15	
1	Roberts	Crest Hills		1					1	
1	Roberts	Hughes			1				1	
6	Roberts	Merry	1	3	2				6	
2	Roberts	Porter	1		1				2	
2	Roberts	Schwab		1	1				2	
27	ROBERTS TOTAL 1987-88		5	12	10	0	0	0	27	0
48	ROBERTS TOTAL 1986-87		11	22	15				48	
69	Western Hills	Aiken			22	13	18	16	69	
95	Western Hills	Hughes			35	25	22	13	95	
77	Western Hills	Taft High			16	20	28	13	77	
30	Western Hills	Withrow			9	5	7	9	30	
99	Western Hills	Woodward			26	19	34	20	99	
370	WESTERN HILLS TOTAL 1987-88		0	0	108	82	109	71	370	0
318	WESTERN HILLS TOTAL 1986-87				69	112	88	49	318	
1	Withrow	Western Hills						1		1
1	WITHROW TOTAL 1987-88		0	0	0	0	0	1	0	1
1	WITHROW TOTAL 1986-87						1			1
672	**GRAND TOTAL 1987-88**		**124**	**111**	**168**	**86**	**111**	**72**	**661**	**11**
635	GRAND TOTAL 1986-87	*14	105	120	139	114	89	54	617	18

*6th Grade Students at Gamble

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 31, 1988.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
4	Aiken	Western Hills			1	1	2			4
4	AIKEN TOTAL 1988-89		0	0	1	1	2	0	0	4
6	AIKEN TOTAL 1987-88				1	4	1			6
75	Dater	Bloom	33	23	19				75	
24	Dater	Crest Hills	4	13	7				24	
19	Dater	Gamble	16	3					19	
2	Dater	Hughes			2				2	
42	Dater	Merry	16	15	11				42	
10	Dater	Peoples	2	3	5				10	
13	Dater	Porter	3	9	1				13	
1	Dater	Sawyer			1				1	
24	Dater	Schwab	7	9	8				24	
2	Dater	Taft High			2				2	
1	Dater	Woodward			1				1	
213	DATER TOTAL 1988-89		81	75	57	0	0	0	213	0
241	DATER TOTAL 1987-88		101	91	49				241	
1	Gamble	Bloom		1					1	
1	Gamble	Crest Hills		1					1	
1	Gamble	Dater	1							1
2	Gamble	Merry		2					2	
1	Gamble	Porter		1						1
1	Gamble	Roberts	1							1
2	Gamble	Schwab		2					2	
9	GAMBLE TOTAL 1988-89		2	7	0	0	0	0	6	3
23	GAMBLE TOTAL 1987-88		17	6					21	2
1	Hughes	Western Hills						1		1
1	HUGHES TOTAL 1988-89							1		1
1	HUGHES TOTAL 1987-88						1			1
4	Porter	Bloom	4						4	
2	Porter	Gamble	2						2	
2	Porter	Merry	2						2	
1	Porter	Peoples	1						1	
9	PORTER TOTAL 1988-89		9						9	
3	PORTER TOTAL 1987-88		1	2					2	1
27	ROBERTS TOTAL 1987-88		5	12	10				27	
1	Schwab	Roberts		1						1
1	SCHWAB TOTAL 1988-89		0	1	0	0	0	0	0	1

SECONDARY SCHOOLS - OPEN ENROLLMENT CUMULATIVE REPORT (CON'T.)

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
48	Western Hills	Aiken			9	13	14	12	48	
70	Western Hills	Hughes			12	26	18	14	70	
49	Western Hills	Taft High			6	14	11	18	49	
17	Western Hills	Withrow			2	5	6	4	17	
62	Western Hills	Woodward			6	20	11	25	62	
246	**WESTERN HILLS TOTAL 1988-89**		**0**	**0**	**35**	**78**	**60**	**73**	**246**	**0**
370	**WESTERN HILLS TOTAL 1987-88**		0	0	108	82	109	71	370	0
1	Withrow	Western Hills						1		1
1	**WITHROW TOTAL 1988-89**							1		1
1	**WITHROW TOTAL 1987-88**							1		1
484	**GRAND TOTAL 1988-89**		**92**	**83**	**93**	**79**	**62**	**75**	**474**	**10**
672	**GRAND TOTAL 1987-88**		124	111	168	86	111	72	661	11

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 31, 1988.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Anderson Place	McKinley			1						1
1	ANDERSON PL. TOTAL 1988-89				1						1
1	Carson	Hays				1				1	
3	Carson	Heberle				2		1		3	
2	Carson	Rockdale				1		1		2	
1	Carson	Washburn				1				1	
1	Carson	Winton Place				1				1	
8	CARSON TOTAL 1988-89					6		2		8	
4	CARSON TOTAL 1987-88					1	1		2	4	
1	C Fairmount	Bond Hill							1	1	
1	C Fairmount	Burton				1				1	
1	C Fairmount	Hays							1	1	
1	C Fairmount	Heberle			1					1	
6	C Fairmount	Millvale		1	1	2	1	1		6	
4	C Fairmount	No. Fairmount			1	1	2			4	
1	C Fairmount	Roosevelt						1		1	
1	C Fairmount	So. Avondale			1					1	
2	C Fairmount	Vine							2	2	
2	C Fairmount	Washburn						1	1	2	
20	C. FAIRMOUNT TOTAL 1988-89			1	4	4	3	3	5	20	
27	C FAIRMOUNT TOTAL 1987-88		1	4	2	5	4	4	7	27	
1	Cheviot	Heberle							1	1	
1	Cheviot	No. Fairmount							1	1	
1	Cheviot	Parham							1	1	
1	Cheviot	Roll Hill							1	1	
2	Cheviot	Roosevelt							2	2	
1	Cheviot	Roselawn							1	1	
1	Cheviot	Taft Elem.							1	1	
1	Cheviot	Vine							1	1	
1	Cheviot	Washburn							1	1	
10	CHEVIOT TOTAL 1988-89								10	10	
27	CHEVIOT TOTAL 1987-88							11	16	27	
1	Covedale	Burton					1			1	
2	Covedale	Chase							2	2	
1	Covedale	Hays						1		1	
5	Covedale	Millvale		4			1			5	
9	Covedale	No. Fairmount	1	1	3	3	1			9	
3	Covedale	Pleasant Hill			1	1	1			3	
1	Covedale	Pleasant Rd.			1					1	
8	Covedale	Rockdale		1	2	1	1	1	2	8	
3	Covedale	Roll Hill				1		1	1	3	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Covedale	Roosevelt						1		1	
4	Covedale	Rothenberg			1		1		2	4	
1	Covedale	Silverton		1						1	
1	Covedale	So. Avondale						1		1	
3	Covedale	Taft		1	1			1		3	
1	Covedale	Vine					1			1	
1	Covedale	Wash. Park							1	1	
1	Covedale	Windsor				1				1	
3	Covedale	Winton Place			1	1	1			3	
49	**COVEDALE TOTAL 1988-89**		**1**	**8**	**10**	**8**	**8**	**6**	**8**	**49**	
63	COVEDALE TOTAL 1987-88			10	12	11	10	11	9	63	
4	Hartwell	Bond Hill						2	2	4	
2	Hartwell	Burton				1	1			2	
9	Hartwell	Chase						3	6	9	
2	Hartwell	Hays		1		1				2	
1	Hartwell	Heberle			1					1	
1	Hartwell	Losantiville					1			1	
4	Hartwell	No. Fairmount			1	1	1		1	4	
1	Hartwell	Pl. Hill							1	1	
2	Hartwell	Pl. Ridge				1		1		2	
4	Hartwell	Rothenberg					1	1	2	4	
4	Hartwell	So. Avondale			2	1			1	4	
1	Hartwell	Swifton				1				1	
2	Hartwell	Taft Elem.						1	1	2	
1	Hartwell	Washburn		1						1	
18	Hartwell	Winton Place		4	3	3	6	2		18	
56	**HARTWELL TOTAL 1988-89**			**5**	**7**	**9**	**10**	**10**	**14**	**56**	
72	HARTWELL TOTAL 1987-88		2	9	12	14	9	18	8	72	
3	Hyde Park	Anderson Pl.	2		1					2	1
3	Hyde Park	Bramble		1				1	1	3	
2	Hyde Park	Burton				2				2	
5	Hyde Park	Hoffman	2	1			2			5	
8	Hyde Park	Kilgour			1	1	1	3	2	2	6
1	Hyde Park	Losantiville			1					1	
1	Hyde Park	McKinley				1					1
1	Hyde Park	Millvale			1					1	
1	Hyde Park	Mt Washington				1					1
1	Hyde Park	Parham		1						1	
4	Hyde Park	Pl. Ridge		3				1		4	
2	Hyde Park	Rockdale	1					1		2	
2	Hyde Park	Silverton			1			1		2	
3	Hyde Park	So. Avondale	1		1	1				3	
2	Hyde Park	Windsor		1				1		2	
3	Hyde Park	Winton Place		2		1				3	
42	**HYDE PARK TOTAL 1988-89**		**6**	**9**	**6**	**7**	**3**	**8**	**3**	**33**	**9**
34	HYDE PARK TOTAL 1987-88		3	6	7	3	7	4	4	25	9

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
11	Kilgour	Anderson Pl	5	1	2	1	1	1		11	
9	Kilgour	Bramble	1	1	4	1	2			9	
5	Kilgour	Burton	2			1		2		5	
1	Kilgour	Hays						1		1	
12	Kilgour	Hoffman		3	1	3	1	2	2	12	
1	Kilgour	Hyde Park				1				1	
2	Kilgour	No. Fairmount	1			1				2	
6	Kilgour	Parham		2		1	1	1	1	6	
4	Kilgour	Pl. Ridge		1	1			1	1	4	
1	Kilgour	Rockdale				1				1	
1	Kilgour	Roselawn			1					1	
1	Kilgour	Silverton							1	1	
2	Kilgour	So. Avondale		1					1	2	
5	Kilgour	Swifton			1	1	1	1	1	5	
2	Kilgour	Taft Elem.			1	1				2	
2	Kilgour	Vine	1		1					2	
1	Kilgour	Washburn							1	1	
1	Kilgour	Windsor						1		1	
1	Kilgour	Woodford				1				1	
68	**KILGOUR TOTAL 1988-89**		**10**	**9**	**12**	**13**	**6**	**10**	**8**	**68**	
74	KILGOUR TOTAL 1987-88		7	11	11	5	12	9	19	74	
1	Kirby Road	Anderson Pl			1					1	
1	Kirby Road	Bond Hill		1						1	
1	Kirby Road	Burton		1						1	
1	Kirby Road	Hays			1					1	
2	Kirby Road	Millvale	1		1					2	
1	Kirby Road	No. Fairmount		1						1	
1	Kirby Road	Pl. Hill			1					1	
1	Kirby Road	Rockdale		1						1	
1	Kirby Road	So. Avondale			1					1	
1	Kirby Road	Taft Elem.			1					1	
6	Kirby Road	Vine	2	3	1					6	
1	Kirby Road	Windsor		1						1	
4	Kirby Road	Winton Place	1	1	2					4	
22	**KIRBY ROAD TOTAL 1988-89**		**4**	**9**	**9**					**22**	
18	KIRBY ROAD TOTAL 1987-88		1	5	12					18	
1	Losantiville	Bond Hill			1					1	
2	Losantiville	Carthage						1	1		2
2	Losantiville	Hartwell			1		1				2
1	Losantiville	Pl. Ridge							1	1	
2	Losantiville	Roselawn					1		1	2	
2	Losantiville	So. Avondale				2				2	
1	Losantiville	Wash. Park							1	1	
1	Losantiville	Woodford						1		1	
12	**LOSANTIVILLE TOTAL 1988-89**				**2**	**2**	**2**	**2**	**4**	**8**	**4**
17	LOSANTIVILLE TOTAL 1987-88			2	3	2	2	4	4	12	5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
5	Midway	Hays			3	1		1		5	
5	Midway	Heberle			1	3	1			5	
5	Midway	Millvale				2	1	2		5	
6	Midway	North Fairmt			2		3		1	6	
4	Midway	Pl Hill			2		1		1	4	
1	Midway	Rockdale					1			1	
5	Midway	Roll Hill				2	2	1		5	
2	Midway	So. Avondale					1	1		2	
1	Midway	Washburn		1						1	
1	Midway	Wash. Park			1					1	
1	Midway	Windsor				1				1	
1	Midway	Winton Place					1			1	
37	MIDWAY TOTAL 1988-89			1	9	9	11	5	2	37	
33	MIDWAY TOTAL 1987-88			6	9	9	6	1	2	33	
1	Mt. Airy	Millvale						1		1	
2	Mt. Airy	No Fairmount			1				1	2	
3	Mt. Airy	Pleasant Hill				1		1	1	3	
2	Mt. Airy	Roll Hill				1	1			2	
1	Mt. Airy	Winton Place					1			1	
9	MT. AIRY TOTAL 1988-89				1	2	2	2	2	9	
10	MT. AIRY TOTAL 1987-88				1	5	1		3	10	
1	Mt Washington	Anderson Pl.			1					1	
5	Mt Washington	Bond Hill						1	4	5	
4	Mt Washington	Burton			1	2			1	4	
1	Mt Washington	Hays							1	1	
3	Mt Washington	Hoffman						1	2	3	
1	Mt Washington	Kilgour				1				1	
1	Mt Washington	Kirby Road					1			1	
1	Mt Washington	Losantiville						1		1	
1	Mt Washington	Millvale						1		1	
1	Mt Washington	No. Fairmount					1			1	
1	Mt Washington	Parham			1					1	
3	Mt Washington	Pl. Ridge					2	1		3	
3	Mt Washington	Rockdale				1	1	1		3	
2	Mt Washington	Roosevelt							2	2	
7	Mt Washington	So. Avondale		1	1	2	2	1		7	
1	Mt Washington	Swifton			1					1	
1	Mt Washington	Vine						1		1	
5	Mt Washington	Winton Place				1	2	2		5	
42	MT WASHINGTON TOTAL 1988-89			1	5	7	9	10	10	42	
42	MT WASHINGTON TOTAL 1987-88			2	2	13	11	10	4	42	
1	No Fairmount	Roosevelt	1								1
1	NO. FAIRMOUNT TOTAL 1988-89		1								1
1	NO. FAIRMOUNT TOTAL 1987-88			1							1

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Oyler	Anderson Pl		1						1	
1	Oyler	Bond Hill		1						1	
16	Oyler	Hays	5	6	1		3	1		16	
9	Oyler	Heberle	2		1	2	2	2		9	
1	Oyler	Hoffman	1							1	
5	Oyler	Millvale	3		1	1				5	
1	Oyler	No Fairmount	1							1	
2	Oyler	Parham		2						2	
2	Oyler	Rockdale	1	1						2	
1	Oyler	Roosevelt						1		1	
1	Oyler	Roselawn	1							1	
4	Oyler	Rothenberg	3				1			4	
3	Oyler	So. Avondale				1		2		3	
1	Oyler	Vine						1		1	
19	Oyler	Washburn	4	5	3	1	6			19	
5	Oyler	Washington Pk	2			2	1			5	
4	Oyler	Winton Place	2		2					4	
76	**OYLER TOTAL 1988-89**		**25**	**16**	**8**	**7**	**13**	**7**		**76**	
44	OYLER TOTAL 1987-88		22	7	3	4	4	1	3	44	
1	PL RIDGE TOTAL 1987-88								1	1	
19	QUEBEC HEIGHTS TOTAL 1987-88			2	1	5	5	2	4	19	
4	ROOSEVELT TOTAL 1987-88					2			2	4	
3	Roselawn	Hartwell	1			2					3
1	Roselawn	Kilgour			1						1
1	Roselawn	Woodford				1					1
5	**ROSELAWN TOTAL 1988-89**		**1**		**1**	**3**					**5**
6	ROSELAWN TOTAL 1987-88 *1				2	2		1			6
1	Sayler Park	No Fairmount						1		1	
1	**SAYLER PARK TOTAL 1988-89**							**1**		**1**	
2	SAYLER PARK TOTAL 1987-88				1			1		2	
1	Wash. Park	McKinley						1			1
1	Wash. Park	Oyler							1		1
2	**WASHINGTON PK TOTAL 1988-89**							**1**	**1**		**2**
1	WASHINGTON PK TOTAL 1987-88						1				1
2	Westwood	C. Fairmount			1			1		2	
1	Westwood	Hays							1	1	
2	Westwood	Heberle				1			1	2	
2	Westwood	Hoffman						1	1	2	

Westwood continued on next page.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Westwood	Millvale			1		1			2	
22	Westwood	No. Fairmount	2	1	4	7	1	3	4	22	
12	Westwood	Roll Hill			1	2	5	1	3	12	
1	Westwood	Rothenberg							1	1	
1	Westwood	Washburn							1	1	
45	**WESTWOOD TOTAL 1988-89**		**2**	**1**	**7**	**10**	**7**	**6**	**12**	**45**	
59	WESTWOOD TOTAL 1987-88		1	10	11	9	7	13	8	59	
1	Whittier	Bond Hill						1		1	
2	Whittier	No Fairmount						1	1	2	
3	**WHITTIER TOTAL 1988-89**							**2**	**1**	**3**	
3	WHITTIER TOTAL 1987-88						1	1	1	3	
509	**GRAND TOTAL 1988-89**		**50**	**61**	**82**	**87**	**74**	**75**	**80**	**487**	**22**
561	GRAND TOTAL 1987-88	*1	37	75	89	90	81	91	97	539	22

*7th Grade Student at Roselawn/Condon.

APPENDIX E

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987	
1.	Communitywide Task Force	1a.	The Communitywide Task Force met 8 September 1987.
2.	New Alternatives	2a.	We have received verbal approval from the grants officer and the program officer for the requested change in the Magnet Schools Grant. A letter of written approval is forthcoming.
		2b.	A meeting is scheduled with Dr. Green on September 21 regarding the site selection procedures for the two new alternatives to be funded under the magnet grant.
		2c.	John Clark and Tom Haley met with Dr. LePlant from U.C. on September 16 to plan a Magnet Schools funded IGE inservice.
3.	Existing Alternatives	3a.	Accepted Alternative Application Report 1/1/87 - 9/18/87

Total Applications Received	13,121
Accepted	4,550
Blacks Accepted	2,376
Non-Blacks Accepted	2,174
Percent Blacks Accepted	52.22
Percent Increasing Taeuber	17.41
Percent Decreasing Taeuber	30.07
Percent Neutral Taeuber	52.53

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF SEPTEMBER 18, 1987**

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3. **Existing Alternatives** (Continued)

3a. (Continued)
Period 1985/86 1/1/86 - 9/22/86

Total Applications Received	13,334
Accepted	4,615
Blacks Accepted	2,299
Non-Blacks Accepted	2,316
Percent Blacks Accepted	49.82
Percent Increasing Taeuber	13.00
Percent Decreasing Taeuber	29.21
Percent Neutral Taeuber	57.79

The implementation of Board Policy 5119, Student Assignment, Reassignment and Mobility, halted the placement of students once school started this year. The effects of the policy is illustrated between 1986-1987 figures.

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4. **Open Enrollment**

4a. TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 15, 1987:

Secondary	366	Black
	5	White
	371	Total
Elementary	266	Black
	20	White
	286	Total

TOTAL APPLICATIONS REJECTED:

Secondary	151	
Elementary	156	
	307	Total

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF SEPTEMBER 18, 1987** — **Page 3.**

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4. **Open Enrollment** (Continued)

4a. (Continued)
TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 12, 1986:

Secondary	419	Black
	15	White
	434	Total
Elementary	350	Black
	18	White
	368	Total

TOTAL APPLICATIONS REJECTED:

Secondary	286	
Elementary	221	
	507	Total

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5. **Other Means for Reducing Racial Isolation**

5a. A meeting will be scheduled with appropriate staff to develop strategies that might be employed during the 1987-88 school year.

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6. **Low Achieving Schools**

6a. Activities during the period focused on preparation for and the start of the school year. The only component activity beyond the individual school programs was the refresher training for computer lab managers and orientation of new teachers to the Wasatch Communication Arts Courseware.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
7. **Staff Development**	7a.	The Human Relations Professional Growth Institute course, **Ideas, Resources - An Outreach Program for Black History Month**, will be held during the fall. Participants have registered for the course. The course will give participants suggested ideas about activities, resources, and extended community resources related to Black History Month. Monica Curtis is the instructor.
	7b.	Jerry Braun and Georgetta King met with LaVerne Summerlin, Coordinator of The Urban Initiative School and Adult Literacy Components, to explore the possibility of planning and implementing workshops for teachers on Black and Appalachian Oral and Written Communication Skills. Kathleen Ware was consulted prior to meeting with Ms. Summerlin.
8. **Staff Racial Balance**	8a.	For the opening of school, 98% of the certificated positions in the district were filled. Personnel administrators are in the process of completing the necessary final reports regarding staff racial balance.
9. **Housing Plans of City**	9a.	There have been no additional notices of housing proposals during the last month.
10. **Community Education**	10a.	LSAC staff attended 30 meetings, recruiting volunteers and assisting in the formation of 1987-88 committees.
	10b.	A presentation on community involvement was part of the orientation for new principals.
	10c.	The first LSAC Training has been planned for September 23. It will be an orientation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
10. Community Education (Continued)	10d.	Information on LSACs has been sent to principals and community council presidents.
	10e.	Local school budget recommendations made last spring have been summarized for dissemination.
11. Publicity and Marketing	11a.	Paideia--Began planning for issue four quarterly newsletter, Paideia, for the 1987-88 school year. Purpose will be to: use as a major vehicle to recruit 6th graders to Shroder Paideia for the 1988-89 school year; inform parents of children currently enrolled at Shroder Paideia that there is a continuation from grade nine at the International Studies Academy at Withrow; and promote the K-6 Paideia that will open in September, 1988. The newsletter will also be distributed to other school districts throughout the country, especially to those interested in the Paideia concept of education. Guest columnists will include Mortimer Adler; John Clark, Associate Director of Alternative Programs; students, administration, and teachers at Shroder and Withrow. First newsletter will be mailed the second week in November.
	11b.	Mt. Airy--Producing brochure for the Spanish Bilingual Program--writing, photographing, and graphic design. Will be mailed to recruit students and for parents whose children are currently in the program.
	11c.	Oyler--Working with school to promote the Applied Arts Academy and all-day kindergarten for the 1988-89 school year. Will produce a printed piece--brochure or flyer--for distribution.
	11d.	Hughes High School--Assisted school with Annual Progress Report which featured City-Wide Law, Government and Communications Academy and Computers Unlimited.

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
11. **Publicity and Marketing** (Continued)	11e.	Alternative Publicity Plan for the 1988-89 school year will include production and printing of 1988-89 alternative application; printed pieces; public service announcements for radio and television; mailings; and printed advertisements. Last year's theme, "We've got a lot in school for you!" will be carried over to this year.
12. **Transportation**	12a.	The Pupil Transportation Branch is transporting 44,257 public and private school students to 301 schools in 731 vehicles over 810 routes in 1,603 runs. These runs, laid end-to-end, exceed 55,000 miles traveled per day, over 10,000,000 miles annually. To accomplish this task, 22 vendors are employed to operate 358 yellow buses, 58 vans, approximately 40 Metro buses, 2 ambulances, 9 taxies, and 23 special education adapted vehicles. They transport 36,154 public school students to 83 schools and 8,103 private school students to 118 schools. To date, total ridership has increased 3,010 over last year. This includes 2,021 public school and 989 private school students. Yellow bus ridership has increased by 2,730, while Metro ridership has decreased by 451. This is the second consecutive year that yellow bus ridership has exceeded Metro ridership. To improve services, the Pupil Transportation Branch has taken steps to staff vacant positions; provide telephone communication inservice; improve communications with vendors, local school administrators, and parent groups; and improve turn-around time to implement stop and route changes.

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
12. **Transportation** (Continued	12a.	(Continued) More specifically, a telephone communication inservice was conducted by the Director of Pupil Transportation and another session by Cincinnati Bell will be scheduled. Three vacant permanent positions have been filled, additionally three temporary clerical appointments have been made. The computer map file is continuously updated from information by vendors, parents, and parent groups. Features of the computer program which accurately reflect loading time and running time of routes are being utilized to provide more accurate routing information. Requests for stop changes are continuously expedited rather than batching approved changes every three weeks.
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a.	No change in status.
14. **Discipline Committee**	14a.	A draft for a discipline handbook which includes systemwide objectives, a statement on discipline philosophy, and suggestions for the development of individual school handbooks has been prepared.
	14b.	The Discipline Committee should begin discussions of that draft by the end of the month.
15. **Unbiased Tests and Policies**	15a.	Results of the pilot test and results of the teachers' ratings of the two top-ranked tests are ready to share with the Test Selection Committee as soon as a conflict-free date can be established.
	15b.	Plans were made to select a new readiness test under the Unbiased Test Policy.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
16. Unbiased Placement of Students Within Buildings	16a.	Awaiting further discussion with Deputy Superintendent Dr. Reginald Green.
17. Information Centers	17a.	No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987. We have been informed, however, that we will have to relocate the office housed last year at Millvale Primary School. An acceptable location for this office is being sought.
18. Evaluation of Settlement Agreement Activities	18a.	Mary Gladden, who has served as an evaluator in the Settlement Information Section, has received a new assignment as Assistant Principal of Taft High School.
	18b.	Completed a report on students who transferred out of alternative programs during the 1986-87 school year. A variety of reasons were given by parents as explanation for the transfer requests.
	18c.	Completed a study of graduates from selected alternative programs.
	18d.	Met with John Clark to discuss evaluation of Magnet Grant activities. Jerry Moore has been assigned the responsibility of evaluating this project.

AP/ras
9/30/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 16, 1987
1.	**Communitywide Task Force**	1a.	The Communitywide Task Force met 5 October 1987 and endorsed the Cincinnati School Levy.
2.	**New Alternatives**	2a.	A meeting is scheduled on October 26 with the Rockdale community to explore alternatives for Rockdale's future: making Rockdale the site of the September, 1988 K-6 Math and Science Academy or returning Rockdale to district school status only.
		2b.	The site selection process for the two new alternatives funded under the magnet schools grant will begin in November.
		2c.	The Bronson budget for 1987-88 is being revised to incorporate the reduction in cost to Bronson afforded by the magnet schools grant funding.
3.	**Existing Alternatives**	3a.	The following alternative programs will be evaluated during the 1987-88 school year: Academy of World Languages, Primary School for Arts Enrichment, Roll Hill Reading Demonstration, and Shroder Paideia. Evaluation activities will begin in November and conclude in May, 1988. These evaluations will form a part of the magnet school evaluation.
		3b.	Accepted Alternative Application Report 1/1/87 - 9/18/87

Total Applications Received	13,121
Accepted	4,550
Blacks Accepted	2,376
Non-Blacks Accepted	2,174
Percent Blacks Accepted	52.22
Percent Increasing Taeuber	17.41
Percent Decreasing Taeuber	30.07
Percent Neutral Taeuber	52.53

3. Existing Alternatives (Continued)

3b. (Continued)

BLACK	9,569
NON-BLACK	8,296
TOTAL	17,865

NOTE: Data reported on the September enrollment will change because of no-shows, withdrawals, and late acceptances. This report will be updated and distributed in December.

Period 1985/86 1/1/86 - 9/22/86

Total Applications Received	13,334
Accepted	4,615
Blacks Accepted	2,299
Non-Blacks Accepted	2,316
Percent Blacks Accepted	49.82
Percent Increasing Taeuber	13.00
Percent Decreasing Taeuber	29.21
Percent Neutral Taeuber	57.79

3c. On October 14, Vella Ellis and John Clark met with the Schiel LSAC to discuss additional staff for the Primary Arts alternative. The LSAC intends to submit a request for additional funds for increased staff for budget consideration. In addition, they may make a similar recommendation as part of the 1987-88 evaluation procedure.

COMPONENT **STATUS AS OF OCTOBER 16, 1987**

4. Open Enrollment

4a. TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 15, 1987:

Secondary	366 Black
	5 White
	371 Total
Elementary	266 Black
	20 White
	286 Total

TOTAL APPLICATIONS REJECTED:

Secondary	151
Elementary	156
	307 Total

TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 12, 1986:

Secondary	419 Black
	15 White
	434 Total
Elementary	350 Black
	18 White
	368 Total

TOTAL APPLICATIONS REJECTED:

Secondary	286
Elementary	221
	507 Total

NO CHANGE.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 16, 1987
5.	Other Means for Reducing Racial Isolation	5a.	This September Oyler Elementary School successfully implemented two 50/50 racially balanced all day kindergarten classes. As a result of these classes, and other open enrollment black students who enrolled at Oyler this year, Oyler has gone from 6.4% black in 1986-87 to 14.9% in 1987-88--an 8.5% improvement and a move from the "racially impacted" category (90% or more of one race) to the "racially isolated" category (80% or more). If these students remain, and next year's all day kindergarten program is as successful, the reduction of racial isolation will improve each year.
6.	Low Achieving Schools	6a.	Principals completed management plans related to 1987-88 school goals.
		6b.	All programs are currently under way according to expectations.
		6c.	Budget adjustments and requisitions for material and services were executed to support program initiatives.
7.	Staff Development	7a.	The Evaluation Branch has completed the 1987-88 Needs Assessment Report for staff development. It is now being prepared for distribution to the district. Local schools will receive an itemized summary report of their individual responses. Education Center personnel will receive a compilation report of the total district.
		7b.	The 1987-88 (Volume II) Professional Library catalog for the Staff Development Center will be distributed in November. The resources included in the catalog are kits, videos, magazines, bulletins, pamphlets, and professional books. Approximately thirty-five (35) educational subjects are included in this volume.

7. Staff Development (Continued)

7c. Personnel at the Staff Development Center are examining The Equity Principal Program for possible use in the district. It incorporates the behaviors of principals, effective school research, and equity concepts to deliver an inclusive approach to excellence.

8. Staff Racial Balance

8a. The figures below represent the results of the transfer process completed for the school year, 1987-88.

Number of Teachers Requesting Transfers

School	White	Black/Other Minorities	Total
Elementary	120	44	164
Secondary	125	46	171
Special Education	7	0	7
Total	252	90	342

Number of Teachers Receiving Transfers

School	White	Black/Other Minorities	Total
Elementary	97	32	129
Secondary	59	26	85
Special Education	0	0	0
Total	156	58	214
Total Percentage	62%	64%	63%

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 16, 1987
9. Housing Plans of City	9a. We have received notice of one proposed CMHA housing acquisition located in the Midway attendance area. Since Midway's pupil membership is only 34.6% black, this acquisition would be beneficial to racial balance.
10. Community Education	10a. The first LSAC Training session involved 89 participants (32 staff, 57 parent and community), representing 38 schools. 10b. LSAC staff attended more than 30 school and community meetings, recruiting new LSAC members and assisting in committee organization for 1987-88. 10c. LSAC information packets are being sent to chairs/VIPs, as are the Budget Presentation documents. 10d. Communication assistance is being provided for a community meeting at Rockdale School, regarding the future of the alternative program. 10e. Recruitment of new LSAC members, and LSAC members for district-wide committees, focuses on race and socio-economic level.
11. Publicity and Marketing	11a. Sands Montessori--Assisted with publicity for preschool Open House on September 30. 11b. Paideia—Interviewed, took photos, designed first quarter newsletter to be mailed mid-November to Shroder Paideia students, potential students at new K-6 Paideia school, and Withrow's International Studies Academy. Feature article will be on Shroder's National English Teachers Conference Center for Excellence Award.

COMPONENT	STATUS AS OF OCTOBER 16, 1987
11. Publicity and Marketing (Continued)	11c. City-Wide Law, Government and Communications Academy—Designed newsletter for recruitment for 1988-89 school year.
	11d. Roll Hill--Assisted principal with Annual Progress Report. Featured alternative program highlights; quotes from teachers, students, and principal; and photographs. Report will be used as public relations tool for parents calling and visiting the school.
	11e. Academy of World Languages—Arranged media coverage of Soviet physicians visiting Russian classroom on October 1.
	11f. Alternative Application—Prepared rough version and specifications for bids of 1988-89 alternative application (regular and priority).
	11g. Alternative Publicity for 1988-89 School Year--Planned newspaper supplement on district in general, but featuring alternative programs. It will appear last week in January in Cincinnati Enquirer to coincide with availability of alternative applications.
12. Transportation	12a. For the month of September, 1,590 pupils have been added to yellow bus routes; 747 new stops have been added to the yellow bus routes; and 483 deviated forms have been processed (i.e., babysitter's, day care). Also, 1,898 additional Metro bus passes have been typed for pupils and sent to the schools. These figures include all public, private, and parochial pupils who have either changed schools, moved, or are requesting deviated bus stops, during the first month of school.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 16, 1987	
13.	Extracurricular Activities Involvement (Non-Neighborhood Students)	13a.	No change in status.
14.	Discipline Committee	14a.	The System-Wide Discipline Committee is now meeting on a weekly basis to develop recommendations of specific issues such as corporal punishment, student smoking in secondary school and mandatory expulsions, etc., and to develop a central discipline guide or handbook.
15.	Unbiased Tests and Policies	15a.	The recommendations of the Test Selection Committee have been submitted to the Superintendent for decision.
16.	Unbiased Placement of Students Within Buildings	16a.	Awaiting further discussion with Deputy Superintendent Dr. Reginald Green.
17.	Information Centers	17a.	No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987. We have been informed, however, that we will have to relocate the office housed last year at Millvale Primary School. An acceptable location for this office is being sought.

COMPONENT		STATUS AS OF OCTOBER 16, 1987
18. Evaluation of Settlement Agreement Activities	18a.	Completed an evaluation report on the low-achieving schools program from 1984 through the 1986-87 school year.
	18b.	Completed a report on activities of the Alternative Program Information Specialists from 1984 through June, 1987.
	18c.	Distributed survey forms to principals in buildings housing both alternative and non-alternative students. The survey form requests the data on students intermingling levels needed to compute the alternative version of the Taeuber Index.
	18d.	Developed plans for the in-depth evaluation of selected alternative programs.
	18e.	Began work on the evaluation of activities conducted under the Magnet Schools grant.

AP/ras
10/28/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 13, 1987
1. **Communitywide Task Force**	1a.	The Communitywide Task Force met 9 November 1987. Desegregation was discussed with the Cincinnati Federation of Teachers; and Eastman, Woycke & True´s 1988 work plan, as it related to the Communication Branch´s work, was reviewed.
2. **New Alternatives**	2a.	The site selection packet on the Paideia K-6 was mailed out on November 3. The Board will be scheduled to announce a site on January 25, 1988.
	2b.	Dr. Green conducted a meeting at Rockdale on the elementary math and science on October 26. Thirty people were in attendance: 6 parents, 4 children, and 20 staff members. Twenty-five persons responded to a survey on Rockdale at the meeting. Action on the elementary math and science alternative will be decided at the November 24 Cabinet meeting.
	2c.	John Clark and Jerry Moore, Project Evaluator, will attend a Magnet School Project Directors Conference in Washington on December 1-3.
3. **Existing Alternatives**	3a.	The alternative school application form for the 1988-89 school year was approved by Dr. Green on November 12. The mailing will be sent to 6,058 blacks and 1,267 whites, for a total of 7,325.
	3b.	A meeting is scheduled with the Superintendent on November 25 to discuss revision of alternative school and open enrollment procedures.
	3c.	No change in alternative membership since last report.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF NOVEMBER 13, 1987** | **Page 2.**

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4. Open Enrollment

4a. A meeting is scheduled for November 25 to discuss application procedure revisions.

4b. CUMULATIVE REPORT - OCTOBER 21, 1987:

Secondary	661	Black
	11	White
	672	Total
Elementary	539	Black
	22	White
	561	Total

CUMULATIVE REPORT - OCTOBER 13, 1986:

Secondary	617	Black
	18	White
	635	Total
Elementary	541	Black
	26	White
	567	Total

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5. Other Means for Reducing Racial Isolation

5a. No change in status.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 13, 1987
6. Low Achieving Schools	6a.	School-based programs and activities are under way according to schedule. No meetings or special programs for any of the schools were held during the period.
7. Staff Development	7a.	Staff Development is represented on the Cincinnati Heritage Committee to assist in generating ideas and implementing activities for Black History and the Bicentennial Year.
	7b.	The story of English - "Black on White" is a video that . . . "explores the origins of the Black variety of English, including the slave trade, plantation life, and Harlem's jive talk. It also discusses the influence of the variety of English upon White American speech and literature." Staff Development will initiate a series of study groups that will view the video and discuss the implications of the content.
	7c.	The education quarterly, Equity and Excellence, is subscribed to by the Professional Library. The quarterly addresses a variety of timely issues such as Sex Equity, Instructional Equity, and Equity Related to Minorities. The following are examples of the inclusions: Law - Louis Fischer examines '86 and '87 Supreme Court race-conscious and gender-conscious affirmative action decisions. Case Studies - Robert Dentler and his associates review the history, theory, and empirical data on decentralization, plus the implications of their survey regarding its impact on court-ordered desegregation efforts in Cleveland, Ohio. Variables Measured - Assessing educational equity, integration, and the portrayal of minorities in basal series--techniques and findings.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 13, 1987
8. **Staff Racial Balance**	8a.	To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of Black and White teachers on the faculty of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of Black teachers in each school. The percent of Black teachers in the district for 1987-88 is thirty-three at the elementary and middle school level, and twenty-seven at the junior and senior high school level. The full racial balance report, school by school, will appear in the annual report, "Planning and Budget Documents Related to Implementation of the Settlement Agreement," December, 1987. However, using the above described process, two schools fall below minimum--Sands Elementary School and Walnut Hills Senior High School; and five schools above maximum--Crest Hills Middle School, Hughes High School, Roosevelt Elementary School, South Avondale Elementary School, and Taft High School.
9. **Housing Plans of City**	9a.	There have been no additional notifications of housing development plans during the past month.
10. **Community Education**	10a.	Eighty participated in the second LSAC Training, 48 non-staff and 32 staff representing 42 schools.
	10b.	LSAC staff attended 25 school and community meetings during the month.
	10c.	With the resignation of the LSAC Specialist for Area 1, plans for his replacement are being made.

COMPONENT		STATUS AS OF NOVEMBER 13, 1987
11. Publicity and Marketing	11a.	Paideia—Printed and distributed newsletter to 3,078 families in district. Purpose is to recruit students into Shroder Paideia and to create an awareness of the K-6 Paideia Elementary School to open September, 1988.
	11b.	City-Wide—Sent out bids and developed format for newsletter to be mailed to targeted families. Two issues will be printed--one in December and one in February which will include an alternative application.
	11c.	Bronson Settlement Coordinating Committee--Made presentation on the role of the Communications Branch in publicizing alternatives--districtwide and at the local level. Gave overview of last year's campaign "We've got a lot in school for you!" and the 1988-89 publicity campaign for alternatives and open enrollment.
	11d.	Academy of World Languages--Met with principal, teachers, and representatives from the Alternative Program Office to discuss recruitment strategies for the 1988-89 school year. Plan included reprinting AWL brochure with application for targeted mailings; open house with guest speaker to be held in new building at Cincinnati Bilingual Academy; more contact with Greater Cincinnati Chamber of Commerce; parent meeting at targeted schools; possibly a slide/tape presentation; and parent volunteer recruitment program.
	11e.	Alternative Newsletter--Sent bids and designed format for newsletter to be sent with alternative application priority mailing (December, 1987) and regular application mailing (February, 1988). It will highlight new programs, Paideia K-6 and Elementary Mathematics and Science Academy, as well as program enhancements occurring with Magnet School funds (CAMAS, IGE teacher training, AWL expansion).
	11f.	Alternative Supplement--Talking to printers; designed format; took photos; and interviewed teachers, parents, students, principals for the newspaper supplement that will most likely appear in the January 31, 1987 Cincinnati Enquirer.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 13, 1987
12. **Transportation**	12a.	For the period covering October 17 thru November 13, 589 pupils have been added to yellow bus routes, 302 new stops have been added to the yellow bus routes, 81 deviated forms have been processed (i.e., babysitter´s, day care), 43 Special Education pupils have been processed and added to vans, and 387 Metro bus passes have been printed and sent to the schools.
	12b.	Also, 20,425 Metro bus passes have been printed, packaged, and sent to the schools for distribution to pupils for the second quarter, which began on November 10, 1987.
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a.	A meeting is scheduled with the Superintendent on November 25 to discuss extracurricular busing.
14. **Discipline Committee**	14a.	A first draft of a Discipline Handbook has been completed and is being reviewed.
15. **Unbiased Tests and Policies**	15a.	The Superintendent´s recommendation for the adoption of a new systemwide achievement test will be presented to the School Board.
	15b.	Planning is under way for the selection of a new readiness test under the Unbiased Test procedure.
16. **Unbiased Placement of Students Within Buildings**	16a.	Awaiting further discussion with Deputy Superintendent Dr. Reginald Green.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

.ONENT		STATUS AS OF NOVEMBER 13, 1987
Information Centers	17a.	Alternative Program Information Specialists will return to work on December 1. An office will be maintained at Shroder, and a new office is being established at Hays to replace the office operated last year at Millvale.
18. Evaluation of Settlement Agreement Activities	18a.	Completed a survey of principals regarding intermingling levels between alternative and non-alternative students in combination buildings.
	18b.	Computed the Taeuber Index values for 1987-88. Reductions were observed at both elementary and junior/middle school levels. A very small increase was observed at the senior high level.
	18c.	The in-depth evaluation of selected alternatives was begun by holding evaluation team meetings.
	18d.	Work continued on the study of student involvement in extracurricular activities.

AP/ras
11/25/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF DECEMBER 18, 1987
1. **Communitywide Task Force**	1a. The Communitywide Task Force met the 7th of December, 1987. Copies of the Facilitator's Report and of Bronson Program Costs for 1986/87 were received.
2. **New Alternatives**	2a. The Cincinnati Public Schools has received written approval for the Magnet grant change: Paideia K-6 and Elementary Math/Science K-6 to be installed in September, 1988.
	2b. No application for the Paideia K-6 has been received as of the December 18 deadline for submission.
	2c. The Winton Place LSAC intends to apply as a site for the Elementary Math/Science K-3. The 4-6 program will remain at Rockdale.
3. **Existing Alternatives**	3a. The alternative application priority mailing will be sent out by December 23, 1987 to 6,058 blacks and 1,267 non-blacks, for a total of 7,325.
	3b. Regular alternative applications will be mailed out prior to February 1, 1988.
	3c. The alternative application procedure is being reviewed by the Superintendent.
	3d. A special alternative newsletter will accompany alternative applications to all parents.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF DECEMBER 18, 1987**

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3. **Existing Alternatives** (Continued)

3e. Through the Student Mobility Committee, a revised application timeline has been submitted for approval:

A. Cycle I - Priority Sibling Period - January 4-29, 1988.
B. Cycle II - Normal Application Period - February 1 to March 31, 1988.
C. May 15, 1988 - Deadline for registration of all pupils accepted into alternatives.
D. Cycle III - Supplemental Enrollment - April 1 to June 10, 1988.
  1. Pupils may be accepted from the waiting list to fill spaces.
  2. Taeuber neutral/reducing applications received after May 31, 1988 to fill program slots only.

3f. Final alternative enrollment report (December, 1987):

Black	9,440
Non-Black	7,514
Total	16,954
Open Enrollment	1,233
Grand Total	18,187

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4. **Open Enrollment**

4a. After Student Mobility enrollment deadlines in the revised Student Mobility Administrative Procedures are approved, June 10 will be the final date for approval/enrollment of a student in an open enrollment school.

4b. Eastman, Woycke & True, the advertising firm working with the Communitywide Task Force, is helping to design an open enrollment application form. There will be two 2 page self-mailers--one designed for black applicants, the other designed for white applicants. The form will contain a description of each open enrollment school for that race.

4c. Eastman, Woycke & True will also provide additional help to three schools to help those schools improve their open enrollments. (Tentatively, with building principal's approval, Peoples, Roberts, and Central Fairmount are the designated target schools.)

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF DECEMBER 18, 1987
5.	**Other Means for Reducing Racial Isolation**	5a.	No change in status.
6.	**Low Achieving Schools**	6a.	A meeting of principals of target schools and support staff was held on December 9 at Heberle School. Superintendent Powell, Deputy Superintendent Green, and Assistant Superintendents Baringer, Ellis, and McCarther were present as a review of the programs was discussed. Future meetings will address specific program options and changes for the future.
7.	**Staff Development**	7a.	Staff Development is supporting the Black Heritage Bicentennial Committee by coordinating the following major projects: Language Workshop - Black and Appalachian Dialects will be the topic of the language series. Three sessions will focus on valuing regional/dialectical differences in American English. Experts in the field of linguistics and ethnic literature will be the major presentations. Video review and small groups critical thinking approaches will be used to provide a model for classroom techniques. The audience for this series will be certificated staff of the Cincinnati Public Schools. Storytellers - Volunteer storytellers or readers from the local school community and/or extended community will be given guidelines to share recommended ethnic stories with elementary classes during the month of February.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF DECEMBER 18, 1987 Page 4.
7.	**Staff Development** (Continued)	7b.	A Staff Development staff member attended the conference on American Citizenship in the 21st Century (Education for a Pluralistic, Democratic America) on December 10-11, 1987. A few of the sponsors were: The Anti-Defamation League of B´nai B´rith in conjunction with the National Education Association, The American Federation of Teachers, The University of Illinois at Chicago, The State Departments of Education of Illinois, Iowa, Indiana, and others. Some Session Topics Research in Prejudice Reduction: What Works and What Doesn´t Work in a School Setting Teaching for Thinking is Teaching Against Prejudice: The Relationship Between an Emphasis on Critical Thinking in the K-12 Curriculum and the Reduction of Prejudice
8.	**Staff Racial Balance**	8a.	No change in status.
9.	**Housing Plans of City**	9a.	There have been no additional reports of proposed housing projects during this period.
10.	**Community Education**	10a.	A vacancy announcement for the position of LSAC Specialist (Area 1) has been posted, with a January 15 deadline for application.
		10b.	The "Community Communications Seminar," sponsored by CPS, City of Cincinnati, and Cincinnati Cable Access, was attended by 28. Participants attended workshops on: media relations, newsletters, computers, and cable TV.

COMPONENT		STATUS AS OF DECEMBER 18, 1987
10. **Community Education** (Continued)	10c.	LSAC staff attended 30 meetings or training sessions during the month, including: National Community Education Association Convention, Young Fathers Program, Schools and Cable TV, and Alcohol and Drug Abuse Services.
	10d.	Assistance is being provided to schools/communities interested in being sites for alternative programs.
11. **Publicity and Marketing**	11a.	Alternative Newsletter--Mailed to priority schools with application. A second mailing will be sent in February with application.
	11b.	Public Hearing--Generated publicity for December 14 public hearing for two new alternatives--Paideia K-6 and Elementary Mathematics and Science Academy K-3. Sent announcement/flyer to LSAC, PTAs, principals, and community council presidents. Prepared slides for presentation. Sent news releases to media.
	11c.	Academy of World Languages--Prepared management plan for recruitment and publicity for AWL. Channels 5 and 12 and the Cincinnati Post reported on the Russian program at AWL in conjunction with Gorbachev's visit to U.S.
	11d.	Applied Arts Academy--Produced brochure (design, copy, and photography) that will include all-day kindergarten and other Oyler features.
	11e.	Sands--Took photos for an exhibit Montessori is preparing for Hyde Park alternative fair.
	11f.	Reprints--Arranged reprints of brochures for International Studies Academy, Primary School for Arts Enrichment, and Montessori.

COMPONENT		STATUS AS OF DECEMBER 18, 1987
11. **Publicity and Marketing** (Continued)	11g.	Alternative Information Specialists—Produced a flyer on "How to Select an Alternative Program," which explains to parents how to determine what alternative would be best for their child. It also describes the role of an Alternative Information Specialist. Met with Specialists to inform them of publicity/recruitment efforts of Communications Branch for alternatives and new programs under Magnet Schools Grant. Produced handouts for Specialists to give to students at each grade level.
	11h.	Bilingual Newsletter--Met with Carolyn Andrade (Coordinating Teacher, Bilingual Program Office) regarding a newsletter for all bilingual programs written primarily by teachers and students. It will be distributed to students, parents, other school districts, and used as a recruitment tool.
	11i.	Paideia--Met with Shroder Paideia staff to discuss second issue of newsletters which will be distributed first week in February. It will also be used to recruit K-6 students in new program to open in September.
12. **Transportation**	12a.	No change in status.
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a.	Action in this area is pending a discussion with the Superintendent.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF DECEMBER 18, 1987
14. **Discipline Committee**	14a. The Discipline Committee is in its last stages of preparing a report to the Superintendent. This report will be a series of recommendations on specific problems and a Discipline Handbook for the district. The Handbook will include a discipline philosophy, systemwide objectives, and several ideas, strategies, and activities for effective discipline.
15. **Unbiased Tests and Policies**	15a. Have made arrangements to look at Reading Readiness Test (January 6 and January 13, 1988), where the Test Selection Committee will review race and gender bias of each test as per Test Selection/Procedure #6180.
16. **Unbiased Placement of Students Within Buildings**	16a. Awaiting further discussion with Deputy Superintendent and Cabinet.
17. **Information Centers**	17a. Three Alternative Program Information Specialists returned to work on December 1. The fourth specialist has resigned to take another job. 17b. The list of schools to be served by each specialist has been revised to coincide with the three areas recently established for administrative purposes. Area 1 schools will be served by Bev Ralston. Area 2 schools will be served by Iva Brown. Area 3 schools will be served by Gil Brown.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF DECEMBER 18, 1987
17. **Information Centers** (Continued)	17c. A new office for two specialists has been established at Hays Elementary. The remaining specialist is housed at Shroder.
	17d. The specialists have made presentations to parents in preschool centers located in priority school areas. Schedules have been arranged for presentations to students in all priority schools during the month of January.
18. **Evaluation of Settlement Agreement Activities**	18a. Completed a computation of the alternate Taeuber Index values for 1987-88. These values, which separate alternative and non-alternative students in some neighborhood schools housing alternative programs, are within 0.8 points of the traditional index values at each level.
	18b. Completed an evaluation report on the Open Enrollment program for the 1986-87 school year.
	18c. Interviewed principals of schools in the low-achieving schools program to discuss program strengths and weaknesses, and attended a meeting with these principals and key administrative staff members.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JANUARY 15, 1988
1. **Communitywide Task Force**	1a.	The Communitywide Task Force met January 4, 1988. We reviewed a summary of past Task Force activities, and began work on a position paper for the Mid Point Hearing.
2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation**	2a.	A third Montessori K-2 alternative program will be installed in September, 1988 under Magnet School Grant funding. The program will be expanded in 1989 to grade 3. Thereafter, students may continue in grades 4-6 at Sands or North Avondale, space and racial balance permitting.
	2b.	A discussion on sites for the three new alternatives (Paideia K-6, Elementary Math/Science K-3, and Montessori K-2) was held on January 13, 1988 with the Superintendent. The discussion assumed that no schools would apply to be the site for one of the new alternatives.
	2c.	The alternative application process is pending a review by the Superintendent.
	2d.	Priority applications sent to 6058 blacks and 1267 whites were received by parents no later than January 4, 1988.
	2e.	A revised alternative and open enrollment application schedule will be reviewed by Cabinet on January 19, 1988 as part of the proposed revisions to the Student Mobility Administrative Procedures.
	2f.	Printing and distribution of the open enrollment application is pending approval of designated open enrollment schools by the Deputy Superintendent of Administration, Curriculum and Instruction.
	2g.	A recommendation for formulation of a long range plan for meeting Taeuber goals is pending discussion with the Superintendent.

COMPONENT | **STATUS AS OF JANUARY 15, 1988**

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3. Low Achieving Schools

3a. Local school version of the School Improvement Surveys were prepared and sent to principals for local school use as appropriate.

No other new activities were begun during this period.

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4. Staff Development

4a. The Black Heritage Exchange, sponsored by the Black Heritage and Bicentennial Committee, was held on January 12, 1988. Approximately seventy-five teachers in the district, who are responsible for the coordination of the local schools´ Black Heritage activities, were in attendance. An exhibition of resources available in the system was displayed. Community resource people, special projects and announcements of coming events were a major part of the planned program. Ethnic foods (Lebanese, Greek, Mexican, English, Afro-American, Indian, German) were served as refreshments.

4b. The Second Annual Language Awareness Workshop will be held in February. It has been expanded to three sessions. This seven-hour expanded workshop will take place on February 23, March 1, and March 8, 1988. Participants will be expected to attend each session. This project is co-sponsored by Staff Development and Urban Initiatives (University of Cincinnati). The consultants for this workshop will include:

> Dr. Geneva Smitherman-Donaldson, Professor, Speech and Communication Department; and Associate, Center for Black Studies, Wayne State University, Detroit, Michigan (specialization in sociolinguistics and education).
>
> Dr. Walt Wolfram, Professor of Communication Arts and Sciences, University of District of Columbia (research in sociolinguistic variables in Appalachian dialects and their effect upon evaluation of children´s reading).

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 15, 1988
4.	**Staff Development** (Continued)		Dr. Angela Jamison, University of Cincinnati, Black Studies Department, Professor in English Literature.
		4d.	The Spring Professional Growth Institute will include the course, "Immigraton and Ethnicity in Cincinnati History." The instructor will be Dan Hurley, History Consultant.
5.	**Staff Racial Balance**	5a.	No change in status.
6.	**Housing Plans of City**	6a.	There were no additional housing proposals received during this period.
7.	**Community Education**	7a.	LSAC staff attended six school and/or community meetings during the ten-day period schools were in session.
		7b.	Information is being prepared to assist schools in the annual goal-setting process. Goals are to be submitted by March 18 in seven focus areas proposed by the Superintendent.
		7c.	Plans and preparations are being made for the third LSAC Training session, scheduled for January 20 on local school budgeting.
		7d.	Planning and communication assistance were provided for the upcoming "Drug Free youth: A Parents´ Seminar," scheduled for January 26.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

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8. Publicity and Marketing

8a. Alternative application -- 88-89 regular applications to be mailed with alternative newsletter last week in January. Approximately 44,000 mailed to public, private, and parochial school households.

8b. Open Enrollment -- Met with Eastman, Woycke and True to discuss open enrollment campaign for 1988-89 school year. EWT will produce open enrollment mailer to be mailed to same families as alternative application. Communications Branch will produce in-house open enrollment application for Alternative Program office to mail to parents upon request and send to schools.

8c. Paideia -- Distributed second Paideia newsletter which included invitation to Shroder´s open house and application. 3100 newsletters mailed to recruit for Shroder and 5900 to priority schools for Paideia K-6.

8d. City-Wide Law, Government and Communications Academy -- Newsletter mailed to 1500 families.

8e. Cincinnati Academy of Physical Education -- Met with principal and athletic director to make plans for K-12 program brochure. Local and national publicity has spurred much attention to CAPE.

8f. Montessori -- Met with principals of two Montessori schools to discuss video presentation for American Montessori Seminars held in Cincinnati April 15-17.

8g. Dater -- Took slides to update show to recruit 6th graders to Junior High College Readiness Program.

8h. Brochures -- Completed artwork on Academy of World Languages, Primary Arts, and Alternative Program Description flyer.

8i. Academy of World Languages -- Sent news release of guest appearance of Chen and Troupe, a Chinese dance group.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 15, 1988
8.	**Community Education** (continued)	8j.	Alternative Public Service Announcements -- Video-taping K-12 students for television PSA to air February and March. theme is Cincinnati Public Schools, We´ve got a lot in school for you!
9.	**Transportation**	9a.	No Change in Status.
10.	**Extracurricular Activities**	10a.	A pilot program to test the feasibility of providing extra curricular yellow buses for pupils in two secondary schools is being formulated for administrative approval.
11.	**Discipline Committee**	11a.	The committee completed its work on January 7, 1988. Dr. Holloway will submit the committee´s recommendations to Dr. Powell.
12.	**Unbiased Tests and Policies**	12a.	Reading readiness tests have been reviewed. Time was spent on assessing the test for both race and gender bias and a test will be selected January 13 and a recommendation forwarded to the Superintendent.
13.	**Unbiased Placement of Students Within Buildings**	13a.	A survey, "Analysis of Racial and Gender Balance," - to be completed by all building principals - is pending approval by the Deputy Superintendent of Administration, Curriculum and Instruction.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

14. Information Centers

14a. Mailed a letter to parents in priority schools describing the services available from the information specialists and giving the names and telephone numbers of these three individuals. A brochure designed to assist parents in selecting the appropriate alternative program for their child was included with the letter in priority schools.

14b. Made presentations to students in priority schools at grades three and six concerning alternative programs and the application process.

14c. Attended a meeting with secondary counselors to discuss the optioning process.

14d. Made presentations concerning alternative programs and the application process at four day care centers.

14e. Met with Dr. Robert Evans, Facilitator to discuss Bronson Settlement activities.

14f. As of January 8 , the three specialists have also
- made or received 262 telephone calls (mainly from parents)
- held 17 conferences with principals or parents
- attended 23 meetings
- made 12 presentations to students with a total of 1,298 students in attendance
- distributed a total of 4,353 handouts with information about alternative programs to students in priority schools
- distributed a total of 252 program applications (to parents in priority schools or day care centers)

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 15, 1988
15. Evaluation of Settlement Agreement Activities	15a. Assisted principals of three low achieving schools to conduct a survey of staff attitudes toward specific components of the low achieving schools program.
	15b. Work continued on the study to determine the involvement of students in extracurricular activities.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF FEBRUARY 12, 1988
1.	**Communitywide Task Force**	1a.	The Communitywide Task Force met 1 February 1988. We began work on a statement to the Midpoint Hearing, and met with Frank Fields. The Task Force will meet again 15 February 1988 to prepare a statement for the the Roberts hearing and a letter to the Board.
2.	**Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation**	2a.	At the Board meeting of February 8, 1988, the Superintendent recommended that Roberts Junior High School be closed as a neighborhood program and reopened to house the Paideia K-6 and Montessori K-2 alternative programs, that the Quebec Heights Elementary neighborhood program be discontinued and the Elementary Math and Science K-6 alternative program be installed there. It was further recommended that one or more elementary schools be paired, with the schools named by march 14, 1988. The Board referred the recommendation to the Program and Personnel Committee. On February 16, 1988, the Program and Personnel Committee conducted a public hearing at Roberts on the Superintendent's recommended sites for the three new alternatives. At the public hearing, the community was informed that it had until March 1, 1988 to submit an alternative proposal for deciding the alternatives.
		2b.	There has been no disposition to date on the revised alternative application procedures.
		2c.	Open Enrollment forms produced in the Alternative Office were sent to schools by February 1, 1988. The advertising firm, Eastman, Woycke, and True, has not completed the open enrollment applications they are designing to be sent in a mass mailing to all parents.
		2d.	Alternative application weekly report, 1/1/88-2/2/88 indicates 1,542 priority and sibling applications were received. No action of acceptance, rejection, or waiting status can be reported at this time.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF FEBRUARY 12, 1988
2.	Alternative, Open Enrollment and Other Means for Reducing Racial Isolation (continued)		The regular application period started on February 1, 1988 and continues through March 31, 1988. A special alternative newsletter with an application has been mailed to parents of public, private and parochial also available at each school in the district and the Education Center.
3.	Low Achieving Schools		No report available.
4.	Staff Development	4a.	A Social Skills Workshop will be held on each of the following dates: March 15, 16, 1988 and March 23, 25, 1988 Elementary school building representatives for the Substance Abuse Program in the schools will be the participants. Richard L. Luftig, Ph.D., Associate Professor, Department of Educational Psychology and Special Education at Miami University will be the consultant for each day´s session. He will work with teachers on Improving the Self-Concept of Children and Adolescents.
		4b.	Workshops Funded by Staff Development: Dater - Improving Race Relations at Dater Jr. High Parental involvement in the workshop Consultant: Tri Vector, Inc. Roberts - Dealing with Children of Dysfunctional Appalachian Families at Roberts Jr. High February 29, 1988 Western Hills - Leadership and Human Relations Development Consultants: Cincinnati Human Relations Commission

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 12, 1988
5. Staff Racial Balance	5a.	Certificated Personnel Administrators will soon be computing the figures used in determining the staff racial balance for the 1988-89 school year. What will result is the "mean" number and ranges for all secondary and elementary schools which will be used in governing the transfer process of staff.
6. Housing Plans of City	6a.	There have been no additional notices of proposed housing developments during this period.
7. Community Education	7a.	An LSAC Specialist for Area 1, Karen Barrett, has been selected. Her position is expected to be approved by the Board at its February 22 meeting.
	7b.	The LSAC staff has attended 26 school and community meetings in the past month.
	7c.	The third district-wide LSAC Training session was held January 20. A total of 64 attended (28 of whom were non-staff), representing 41 schools.
	7d.	Assistance has been provided in identification of parent and community leaders involved in the Westside Alternative plan. LSAC staff has attended all planning meetings involving affected schools.
	7e.	Linkages with support groups, such as: Cincinnati Youth Collaborative, Urban Appalachian Council, Santa Maria Neighborhood Services, and Citizens Committee on Youth have been made to assist in planning and facilitating meetings concerning the westside alternative plan.
	7f.	Meetings have been held with Mr. Baringer and Dr. McCarther to explain the advisory process, and share information related to schools in their administrative areas.

8. Publicity and Marketing

8a. Alternative Public Service Announcements--Produced PSAs for television with the theme "We've got a lot in school for you!" Delivered to WLW-TV, WCPO-/TV, WKRC-TV, Wiii-TV, WXIX-TV for airing in February and March.

8b. Alternative publicity--Cincinnati Post article appeared at the end of January on how to select an alternative program. Issued PSAs and press releases announcing applications were available February 1. Produced a brochure listing all alternative programs to be used to recruit students, for realtors, parents new to the district, and other school districts requesting information about Cincinnati Public Schools.

8c. Prepared publicity for Paideia Open House at Shroder (invitations, news releases, radio ads) on February 11. Open house included information about Paideia K-6 as well as the program at Shroder.

8d. Bilingual Newsletter--Producing a newsletter for bilingual programs which will include articles in seven languages--Arabic, Chinese, Japanese, Russian, French, German, Spanish--to be distributed to parents of children in bilingual programs. The purpose of the newsletter is to promote the K-12 program and to encourage fifth graders to attend CBA and seventh graders to attend ISA at Withrow. It will also be used to recruit students in kindergarten and first grade and with other school districts throughout the country.

8e. Carthage--Produced flyer for parents Hartwell--Producing brochure for Spanish program to recruit students. Mt. Washington--Producing brochure on French Bilingual program also to recruit students.

8f. CAPE--Producing a brochure for the K-12 program.

8g. Roll Hill--Making arrangements for Annual Showcase in mid-March which will will feature the school's program highlights. Sending invitation and media coverage for the event.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF FEBRUARY 12, 1988
8.	Publicity and Marketing (continued)	8h.	Academy of World Languages--Publicity and targeted mailings of invitations to February 23 Open House. Also generated publicity for two events at the school: Chen and Troupe Dance Group and Chinese New Year Parade and Celebration on February 19.
		8i.	City-Wide--Supplied graphic and photographic assistance of newsletter which will include an application. It will be mailed to targeted groups at the end of the month.
9.	Transportation	9a.	No change in status.
10.	Extracurricular Activities	10a.	Provide pilot program for selected schools. Have received no information, therefore, no progress!
11.	Discipline Committee	11a.	The final report of the System-Wide Discipline Committee was submitted to Dr. Powell on January 15, 1988.
12.	Unbiased Tests and Policies	12a.	Based on race and gender factors, as well as others, the Reading Readiness Test Committee selected two tests to be piloted this spring. As part of the piloting, results will be analyzed by race and gender. Final selection will now be sometime in Spring, 1988.
13.	Unbiased Placement of Students Within Buildings	13a.	A survey, "Analysis of Racial and Gender Balance," - to be completed by all building principals - is pending approval by the Deputy Superintendent of Administration, Curriculum and Instruction.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 12, 1988
14. Information Centers	14a.	Began making presentations concerning alternative programs and the application process to students at grades three, six, and eight in non-priority schools.
	14b.	Made presentations to parents at nine day care centers.
	14c.	Participated in alternative fairs at Woodward and Hyde Park.
	14d.	Made presentations at two P.T.O. meetings.
	14e.	Distributed letters to parents in non-priority schools describing services of information specialists.
	14f.	During this period, the specialists have also - made or received 429 telephone calls (mainly from parents), - held 31 conferences with principals or parents, - attended 20 meetings, - made presentations to 47 groups of students with 2,550 students in attendance. - distributed 16,110 handouts with information about alternative programs, - distributed a total of 863 program applications.
15. Evaluation of Settlement Agreement Activities	15a.	Completed a report on the Open Enrollment program.
	15b.	Completed plans for evaluation of the 1987-88 alternative school program.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 12, 1988	
15.	Evaluation of Settlement Agreement Activities (continued)	15c.	Assisted Taft and McKinley Academic and Social Skills Programs with the completion of a final program plan.
		15d.	Submitted an interim evaluation report on the Magnet School project to be

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF MARCH 11,1988**

1. **Communitywide Task Force**

1a. The Communitywide Task Force met 15 February 1988 to prepare a statement to the Roberts hearing and a letter to the Board. Met 7 March 1988 to commend the Board and Price Hill & West End school & community leaders. Will meet 4 April 1988 to prepare a statement to the Bronson Mid-Point hearing.

2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation**

2a. Accepted Alternative Application Report 1/1/88 - 3/17/88

Total Applications Received	7,644
Total Applications Accepted	2,060
Total Percent Black Accepted	52.14
Black Accepted	1,074
Non-Black Accepted	986
Percent Increasing Taeuber	13.93
Percent Decreasing Taeuber	30.19
Percent Neutral Taeuber	55.87

New Alternative Programs - Applications accepted to date for:

Carson, K-2 Montessori	Black 3	Non-Black 107
Quebec Heights, K-6 Math/Science	Black 69	Non-Black 405
Roberts, K-8 Paideia	Black 148	Non-Black 394

2b. Total Open Enrollment Applications Approved through March 15, 1988

Secondary	39	Black
	4	White
	43	Total
Elementary	12	Black
	2	White
	14	Total

Total Applications Rejected:		
	Secondary	10
	Elementary	21
	Total	31

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MARCH 11, 1988
2.	**Alternatives,** Open Enrollment and Other Means for Reducing Racial Isolation (continued)	2c.	A priority period for the three new alternatives has been established as March 21 through April 1 for Price Hill and West End areas and all other priority schools.
		2d.	An Alternative Fair will be held at Porter and Quebec Heights Schools on March 30 and 31 to recruit pupils for the new alternatives and other alternatives where seats are still available.
3.	**Low Achieving** Schools	3a.	Assistant Superintendents are meeting with Dr. Green on March 31 to review program.
4.	**Staff Development**	4a.	The Second Annual Language Awareness Workshop was held on February 23, March 1 and 8, 1988. The general topic related to dialects used by Black and Appalachian Americans and the implications for educators. An average of thirty-seven participants attended the three sessions. A summary evaluation is attached. The workshop has generated an interest in using the video tapes, the literature shared at the sessions and an interest in continuing the dialogue on the topic.
		4b.	On February 29, 1988, Roberts Junior High held its workshop on Dealing with Children of Dysfunctional Appalachian Families at Roberts Junior High. It was extremely successful! By request, Dr. Jerry Nelson, from the Mental Health Service West and his colleagues will return on April 11, 1988.
		4c.	An extension to the workshop on Improving Race Relations at Dater Jr. High is the conference to be held on Friday, April 1. This Student Orientation Leadership Conference will promote student leadership. Ms. Elizabeth Harris from Elyria City School District, Elyria, Ohio, will be the consultant for this workshop.

	COMPONENT		STATUS AS OF MARCH 11,1988
5.	Staff Racial Balance	5a.	The "mean" for the 1988-89 school year which is used for the racial balancing of staff is 26% for secondary schools and 33% for elementary schools. All schools must be within 5%, plus or minus, of this number when determining the number of black/white teachers on staff.
6.	Housing Plans of City	6a.	We have received notice of a planned CMHA purchase of property in the Silverton attendance area. It is likely that the establishment of a CMHA housing unit at this location would not improve racial balance since Silverton has a pupil membership which is 83% black. CMHA has been advised of this.
7.	Community Education	7a.	LSAC staff attended nearly 50 meetings during the reporting period: planning meetings regarding the new Alternative Programs for next school year, goal-setting sessions in the schools, and parent group/PTA meetings.
		7b.	The fourth and last district-wide LSAC Training session was held: Who Cares? You, the LSAC and the Community." Forty-nine attended (67% of whom were non-staff), representing 28 schools.
		7c.	LSAC staff has been assisting in the local school goal-setting process.
8.	Publicity and Marketing	8a.	Alternative Publicity--Generated publicity--sent news releases, targeted mailings, invitations, and newsletters to day care centers, churches and community organizations--for following open houses: Rockdale Math and Science Academy, Roll Hill Reading Language Arts Demonstration Center, City-Wide Law, Government and Communications Academy, and the Academy of World Languages.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 11, 1988
8. Publicity and Marketing (continued)	8b. Magnet Schools--Produced flyer/application for the new magnet schools, Paideia K-8 at Roberts, Math and Science Academy K-6 at Quebec Heights, and Montessori K-2 at Carson. Prepared letter and sent with flyer/ application to Price Hill, West End, and priority schools for priority application period March 21-April 1. Developing a publicity plan to keep parents and students informed of programs and timelines.
	8c. Brochures--Producing brochures for alternative programs at Hartwell, Mt. Washington, Cincinnati Academy of Physical Education, and Pleasant Ridge.
	8d. Paideia--Producing the third of a quarterly newsletter, Paideia, used to recruit students into Shroder Paideia as well as generate interest for the new elementary Paideia program. Previous issues have mentioned the elementary program, but this is the first issue that mentions site and grade levels. Feature articles include: story on K-8 Paideia at Roberts, Shroder Paideia's Merit School status, and an application for either program. The newsletter will be mailed to parents in Price Hill, West End and priority schools. A fourth issue will follow-up to parents who have applied and been accepted to ensure their arrival in September.
	8e. Montessori--Producing a video tape on Montessori education--from preschool sixth grade--to be used at the American Montessori Association convention to be held in Cincinnati on April 15. The video will also be used by principals for parents and other interested groups and to recruit students into the program.
	8f. School for Creative and Performing Arts--Developed an open house invitation to mail to targeted families for recruitment.
	8g. Open Enrollment--Continue to work with Eastman, Woycke and True on developing an open enrollment form/brochure to be mailed to parents.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MARCH 11, 1988
9.	Transportation	9a.	No change in Status.
10.	Extracurricular Activities	10a.	A plan is being developed to accommodate busing for extra curricular activities for students associated with the new alternative schools.
11.	Discipline Committee	11a.	No change in status.
12.	Unbiased Tests and Policies	12a.	Have pulled sample for pilot testing of kindergarten. Tests among the critical variables used in selecting test sites was race and gender. In addition, race and gender will be analyzed.
13.	Unbiased Placement of Students Within Buildings	13a.	No progress
14.	Information Centers	14a.	Completed presentations on alternative programs to students in non-priority schools.
		14b.	Attended the open house at the Academy of World Languages.
		14c.	Made telephone calls to a target group of parents about the Roll Hill Open House.
		14d.	Talked individually with sixth grade students at Quebec Heights about the educational options available to them at grade seven.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MARCH 11, 1988
14. **Information** Centers (continued)	14e.	Made telephone calls to Shroder Paideia parents as part of the Paideia program evaluation study.
	14f.	Made plans and established schedules for holding meetings during the week March 21 with students and parents at Carson, Quebec Heights, Roberts and the priority schools.
	14g.	During this period, the specialists have also: - made or received 498 telephone calls (mainly from parents), - held 102 conferences with principals or parents, - attended 19 meetings, - made 39 presentations on alternative programs to student groups with a total of 4,032 students in attendance, - distributed 26,950 handouts about alternative programs, and - distributed 924 program applications to students and parents.
15. Evaluation of Settlement Agreement Activities	15a.	Completed a report on student involvement in extracurricular activities.
	15b.	Provided summary information on settlement activities to Board attorneys and participated in a number of meetings with attorneys in preparation for the April 21 hearing.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF APRIL 8, 1988**

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1. Communitywide Task Force

1a. The Communitywide Task Force met 13 April, 1988 to prepare our statement to the April 21, 1988 Mid-Point Hearing.

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2. Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation

2a. Accepted Alternative Application Report 1/1/88 - 4/11/88

Total Applications Received	11,910
Total Accepted Applications	3,264
Total Percent Black Accepted	54.11
Percent Increasing Taeuber	14.55
Percent Decreasing Taeuber	30.39
Percent Neutral Taeuber	55.06

2b. Applications for the new programs will be accepted by the Alternative Staff, completed to date:

1. Carson, Montessori

Kindergarten	White 37	Black 12 *	(75)
First Grade	White 25	Black 18 *	(50)
Second Grade	White 25	Black 4 *	(50)

2. Quebec Heights, Math and Science

Kindergarten	White 50	Black 34 *	(100)
First Grade	White 50	Black 34 *	(100)
Second Grade	White 50	Black 33 *	(100)
Third Grade	White 37	Black 18 *	(75)
Fourth Grade	White 37	Black 20 *	(75)
Fifth Grade	White 37	Black 15 *	(75)
Sixth Grade	White 37	Black 6 *	(75)

*** Information Specialists are making personal contact of black students for new programs.**

2. Alternative, Open Enrollment and Other Means for Reducing Racial Isolation (continued)

2c. Total Open Enrollment Applications Approved through March 31, 1988

Secondary
50 Black
4 White
54 Total

Elementary
22 Black
5 White
27 Total

Total Applications Rejected:		
	Secondary	17
	Elementary	26
	Total	43

Total Open Enrollment Applications Approved through March 30, 1987

Secondary
138 Black
0 White
138 Total

Elementary
83 Black
6 White
89 Total

Total Applications Rejected:		
	Secondary	60
	Elementary	55
	Total	115

2d. The Alternative Fairs held at Porter and Quebec Heights on March 30 and 31 to recruit pupils for the new alternatives and other alternatives where seats are available were minimally successful. No parents attended at at Porter; approximately 23 attended the Quebec Heights sessions.

	COMPONENT		STATUS AS OF APRIL 8, 1988
2.	**Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation** (continued)	2e.	Mrs. Melody Dacey, Principal of Quebec Heights Elementary School, has been appointed principal of the Quebec Heights Elementary Math and Science Alternative for the 1988-89 school year. The process for selection of principals at the Carson and Roberts alternatives is in process. It is anticipated that both principals will be named at the April 25 Board Meeting.
		2f.	The program developers (teachers) have been selected for two of the new alternatives; Elementary Math and Science and Paideia. Sandra Warner (Paideia) and Theresa Norris (Math/Science) are the designated teachers. Both will be transferred to the new programs as soon as long-term substitute replacements have been selected. These moves should occur by April 25, 1988.
		2g.	A management plan for installing new alternatives and associated moves has been approved for implementation by the Deputy Superintendent of Administration, Curriculum and Instruction.
		2h.	Preparation for the Settlement midpoint hearing scheduled for April 21 has been completed by staff with the Board attorneys.
3.	Low Achieving Schools	3a.	Meetings have been held with the Deputy Superintendent and the Area Assistant Superintendents regarding Low Achieving Schools. Plans are underway to revise the program available in each school for 1988-89. Budget will be developed according to the programs selected.
4.	Staff Development	4a.	Tri-Vector Consultants facilitated a three-day staff workshop at Dater Junior High. The purpose of the workshop was to: Train a core group of lay individuals that would serve as role models for the remainder of the school population in an effort to improve staff, parent, and student relations.

	COMPONENT		STATUS AS OF APRIL 8, 1988
4.	Staff Development (continued)		Increase parent and student involvement in the quality of human relations along with providing additional support for the students in their academic pursuits. The staff evaluation of this workshop indicated that 93% of the participants marked eight or above on the quality of materials used by the consultants. The overall rating of the instructors was 8.9 on a ten-point scale.
		4b.	Staff Development personnel met with the administration at Heberle Elementary School to plan integration strategies for new students entering Heberle in September. The planning includes integration strategies for training Heberle's staff and parents. The staff and parents will develop plans to smoothly integrate the student body.
5.	Staff Racial Balance	5a.	The deadline for teacher transfer requests was Friday, April 15. Once principals have an opportunity to review individual qualifications, training, and experience of those interested in being transferred, Personnel begins the task of transferring teachers. It is Personnel's goal to begin this process in mid-May in order to inform both teachers and principals of their new assignment by the close of the school year.
6.	Housing Plans of City	6a.	Received notice of two proposed housing acquisitions from CMHA. One of the proposed acquisitions is in the Silverton attendance area, and the other is in the Carson attendance area. The proposed Silverton site would likely be harmful to racial balance, but the Carson site would likely be beneficial. CMHA was notified of this.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 8, 1988
7. Community Education	7a.	LSAC staff attended more than 25 meetings during the month, primarily to to facilitate the local goal setting process.
	7b.	Goals for 1988-89 school year were received from every school.
	7c.	Staff participated in activities related to the Settlement (planning meetings), PTA (local and district), and Community Education (regional).
8. Publicity and Marketing	8a.	Paideia Newsletter--Distributed 9,000 copies of third Paideia newsletter to: targeted sixth graders, current Shroder students, students who have been accepted for 1988-89, and those on the waiting list. Also Quebec Heights, Carson, Roberts, Washington Park, Washburn, Hays, Heberle, and other priority schools--WP through sixth grade. Feature articles include Shroder's Merit School status and new magnet school at Roberts.
	8b.	Brochures--Distributed Mt. Washington and CAPE brochures. Produced one for Spanish Bilingual Alternative Program at Pleasant Ridge.
	8c.	Publicity--Prepared news releases and public service announcements for Roll Hill Reading Language Arts Demonstration Center and City-Wide Law Government and Communications open houses in March.
	8d.	Montessori--Produced video tape for American Montessori Association convention held in Cincinnati April 15-17. Video tape will be used to recruit students for all Montessori programs and for visiting parents.
	8e.	Rockdale--Met with staff to update content and photographs of Rockdale Academy of Mathematics and Science brochure to recruit students.
	8f.	Magnet Schools--Prepared materials for parent meetings at Porter and Quebec Heights. Reprinted magnet schools brochure which includes program descriptions of three new programs and an application. Developing publicity plan to recruit students into programs where most needed.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 8, 1988
9. **Transportation**	9a.	No change in status.
10. **Extracurricular Activities**	10a.	No change in status.
11. **Discipline Committee**	11a.	The System-Wide Discipline Committee's recommendations are being reviewed by Cabinet.
12. **Unbiased Tests and Policies**	12a.	The two readiness tests selected by the Test Committee will be pilot tested in May. Final selection will be made when the pilot test results have been analyzed.
13. **Unbiased Placement of Students Within Buildings**	13a.	No progress.
14. **Information Centers**	14a.	Made presentations to students in priority schools and students at Quebec Heights and Roberts regarding the three new alternative programs.
	14b.	Established and held meetings with parents in the schools described in 14a.
	14c.	Assisted with two open house presentations for parents regarding the three new programs.
	14d.	Made numerous telephone calls to parents of black students who have not been accepted into the alternative program of their choice. The three new alternative programs have been stressed in these calls, and application forms have been mailed to parents.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 8, 1988
14. Information Centers (continued)	14e. During this period, the specialists have: - made or received 106 telephone calls (mainly from parents), - held 89 conferences with principals or parents, - attended 11 meetings, - made 114 presentations on alternative programs to student groups with a total of 9,577 students in attendance, - distributed 8,597 handouts about alternative programs, and - distributed 395 program applications to students and parents.
15. Evaluation of Settlement Agreement Activities	15a. Continued work on the evaluation of the alternative and open enrollment programs. 15b. Met with Board attorneys in preparation for the April 21 hearing. 15c. Conducted an analysis of the impact on the Taeuber Index of the Price Hill plan approved by the Board of Education on March 14, 1988.

FBF:jlc
4/28/88

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF MAY 6, 1988**

1. **Communitywide Task Force**

1a. The Communitywide Task Force presented testimony to the April 21, 1988 Bronson Midpoint Hearing.

1b. Met on May 2, 1988

2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation**

2a. Accepted Alternative Application Report 1/1/88 - 5/6/88

Total Applications Received	13,466
Total Accepted	5,216
Blacks Accepted	2,762
Non-Blacks Accepted	2,454
Percent Blacks Accepted	52.95
Percent Increasing Taeuber	11.48
Percent Decreasing Taeuber	31.84
Percent Neutral Taeuber	59.67

Number of students accepted to date:

1. Carson, Montessori K-2

					Projected Enrollment
Kindergarten	Black	34	Non-Black	38	75
First Grade	Black	28	Non-Black	25	50
Second Grade	Black	9	Non-Black	25	50
		71 (44.7%)		88	175

2. Quebec Heights, Math/Science K-6

Kindergarten	Black	38	Non-Black	50	100
First Grade	Black	47	Non-Black	50	100
Second Grade	Black	47	Non-Black	50	100
Third Grade	Black	28	Non-Black	50	75
Fourth Grade	Black	25	Non-Black	37	75
Fifth Grade	Black	20	Non-Black	37	75
Sixth Grade	Black	8	Non-Black	37	75
		213 (41.7%)		298	600

COMPONENT | STATUS AS OF MAY 6, 1988

2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation** (continued)

3. Roberts, Paideia K-8

Kindergarten	Black	56	Non-Black	56	112
First Grade	Black	56	Non-Black	56	112
Second Grade	Black	56	Non-Black	56	112
Third Grade	Black	53	Non-Black	56	112
Fourth Grade	Black	42	Non-Black	42	84
Fifth Grade	Black	37	Non-Black	42	84
Sixth Grade	Black	33	Non-Black	42	84
Seventh Grade	Black	38	Non-Black	37	75
Eighth Grade	Black	10	Non-Black	37	75
		381 (47.4%)		424	850

2b. Total Open Enrollment Applications Approved through April 29, 1988

Secondary	68	Black
	4	White
	72	Total
Elementary	43	Black
	2	White
	45	Total

Total Applications Rejected:	Secondary	32
	Elementary	38
		70

2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation** (continued)

Total Open Enrollment Applications Approved through April 30, 1988

Secondary	200	Black
	2	White
	202	Total
Elementary	124	Black
	16	White
	140	Total

Total Application Rejected:	Secondary	180
	Elementary	159
	Total	339

2c. All candidates for staff positions at the Quebec Heights Elementary Math and Science program have been interviewed by the principal and program developer. Selections will be announced by the Certificated Personnel Office.

2d. Interviewing for Roberts Paideia staff positions began the week of May 2. Certificated Personnel Office has posted the positions a second time so that current full-time employees of the school district may express interest by Friday, May 13. Once these candidates have been interviewed, personnel currently employed as substitutes or part-time, personnel applying new to the system will be interviewed. The target date for staff selection is May 27, 1988.

2e. An initial planning session was held on May 11 to implement the management plan for installing new alternatives and associated moves for the Price Hill area. Ms. Diane Skiff is in charge of coordinating this management plan.

2f. The Settlement midpoint hearing was conducted and completed on April 21, 1988.

2g. The program developers selected for the math and science and Paideia programs began their assignments on April 25, 1988.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MAY 6, 1988
2.	**Alternatives, Open Enrollment, and Other Means for Reducing Racial Isolation** (continued)	2h.	Magnet School Continuation Grant for the 1988-89 school year has not been negotiated with the Magnet Schools Assistance Act Office to date.
		2i.	In the reorganization presented to the Board of Education on May 9, 1988, the Alternative Office has been redesignated as the Alternative Programs/ Settlement Office reporting directly to the Superintendent. In addition, the Community Education Office and the information specialists have moved into the Alternative Programs/Settlement Office.
3.	**Low Achieving Schools**	3a.	No report available
4.	**Staff Development**	4a.	Staff Development Office met with Doris Stokes, the EEO Affirmative Action Office to provide her with an overview of the roles and responsibilities of this office related to multicultural education.
		4b.	A Staff Development representative and Doris Stokes met with Mr. William Thomas, principal of South Avondale School, to brainstorm ideas related to UDP´s programming for 1988-89. Mr. Thomas will recommend to the UDP Planning Committee a staff development plan of action concerning suspensions and expulsions.
		4c.	Staff Development personnel will attend the Equity Principal Workshop on May 24 and 25, 1988 in Dayton, Ohio. The Equity Principal is a program that incorporates behaviors of principals, effective school research, and equity concepts to deliver an inclusive approach to excellence.
		4d.	Georgetta King will participate in the International Racism Workshop, July 29 - August 8. The workshop will be held in Holland, Germany, and Austria. Its goal is to develop critical thinking skills in students through the development of a prejudice reduction and prevention curriculum.

	COMPONENT		STATUS AS OF MAY 6, 1988
4.	Staff Development (continued)	4e.	June 13-16, 1988, Cincinnati Public Schools and Urban Initiatives will collaboratively sponsor a teacher training program on Black and Appalachian Literature. The objectives of this training workshop are: To familiarize forty high school English teachers with a diversity of Black and Appalachian literature. To familiarize junior, middle and elementary teachers with a diversity of black and Appalachian literature. To provide teachers with methods and activities for teaching an integrated English curriculum through literature that is representative of the diversity of American culture. To adopt a minimum of twenty titles by Black and Appalachian authors authors for the Cincinnati Public School Literature list, grades 9-12.
		4f.	The Staff Development Office is assisting with planning regarding Ed. Mobility funds associated with the reading program. Activities will be built around teacher expectations, learning styles, and use of multicultural trade books to be selected specifically for the program.
5.	Staff Racial Balance	5a.	Transfers are currently underway with the racial balance formula used as one criteria to determine whether a request for a transfer is approved or rejected.
6.	Housing Plans of City	6a.	There have been no additional reports of housing plans during this period.

	COMPONENT		STATUS AS OF MAY 6, 1988
7.	Community Education	7a.	LSAC staff attended more than 20 school/community meetings during the past month, taking part in principal selection in five schools, and assisting LSACs with budget recommendations (deadline is May 27).
		7b.	Information regarding the local school budgeting process was sent to all principals. Included in the mailing were two copies of next year's budget, and the appropriate forms for making recommendations.
		7c.	A meeting of the LSB Contacts (central office volunteers who work with an LSAC) was conducted to share information about the budgeting process.
		7d.	As directed in Administrative Procedure 1221, principals were asked to update LSAC membership lists for next year. LSAC Specialists are providing recruitment assistance on request.
		7e.	LSAC staff attended the School Volunteer Leadership Conference (Ohio Department of Education), the Greater Cincinnati Conference on Liveable Communities, and the Ohio Community Education Association Conference.
		7f.	LSAC staff are taking part in plans for summer orientation of staff, parents, and students of schools affected by the establishment of new Alternative Programs on the West Side next year.
		7g.	LSAC staff participated in an inservice for new assistant principals, a meeting of the newly established "Friends of Heberle," an organizational meeting of the Boy Scouts in the Millvale area, and a district-wide volunteer recognition celebration.
8.	Publicity and Marketing	8a.	MAGNET SCHOOLS PUBLICITY Porter--Met with Porter staff to discuss development of brochure about school to be sent to new families sending their children to Porter in the fall. Highlights will include Junior High College Readiness Program, parent involvement component, social skills program, OWA, and Cincinnati Youth Collaborative efforts. Parents will be encouraged to call or visit the school.

8. **Publicity and Marketing** (continued)

Montessori--Began production of brochure that illustrates Montessori education in Cincinnati Public Schools. It will include the new Montessori at Carson, as well as Sands and North Avondale.

Roberts Paideia and Quebec Heights Math and Science--Met with coordinators of both programs to work on program descriptions and features to include in publicity materials (flyers, brochures, ads).

Communications Branch continues to send out materials on new programs as requests come in from FACTline.

8b. Bilingual Programs--Working with Bilingual Program Office to produce second issue of World Language News, a newsletter for all seven foreign languages taught in Cincinnati Public Schools. Copies are distributed to each family in bilingual programs and sent locally, state-wide, and nationally to meet requests from individual and educational institutions requesting information. Most of the articles in newsletter were submitted by students.

8c. Douglass --Assisting with production of brochure used to recruit students in the Reading Language Arts Demonstration Center.

8d. Academy of World Languages--Met with principal to coordinate a school visit/open house to be held at Sawyer for Price Hill parents whose children will not be attending new alternatives in that neighborhood. Visit will be held the week of June 6 during the day when classes are in session. Parents will have lunch, tour the building, meet the principal and staff. Invitations, letters, phone calls, and ads will be produced.

8e. Reprints--Reprinted "We´ve got a lot in school for you!" brochures with program listing and descriptions. Updates were made for new programs. The brochures are used extensively by the Communications Branch, Alternative Program Office, and Personnel.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT			STATUS AS OF MAY 6, 1988
8.	Publicity and Marketing (continued)	8f.	Realtor Presentations--Participated in annual round table discussion with 180 Realtors from Comey Shepherd. Presentation included overview of the district, with primary focus on alternative programs. Considerable time was given for questions and answers. West Shell Colerain Avenue presentation to 20 Realtors with question and answer period.
		8g.	Slate--Ohio Department of Education is featuring Sands Montessori in next issue as the first public Montessori school in the nation. Communications supplied photographs and information.
9.	Transportation	9a.	The Transportation Branch is in the process of determining cost of transportation based on opening and dismissal requests by local schools. The Transportation Branch is also in the process of formulating cost effective routing by using three and four tier bus routes.
10.	Extracurricular Activities	10a.	No information concerning transportation for extracurricular activities has been received.
11.	Discipline Committee	11a.	The Board of Education has rescinded its Corporal Punishment policy (5143).
		11b.	The Board of Education has directed the Administration to revise the student discipline code of conduct to include a reference on self-discipline.
		11c.	The Administration was directed to review the current use of suspension and expulsion as disciplinary measures and develop alternate strategies to reduce their use.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MAY 6, 1988
12. **Unbiased Tests and Policies**	12a. The pilot forms of the readiness tests were sent to schools.
13. **Unbiased Placement of Students Within Buildings**	13a. No change in status.
14. **Information Centers**	14a. The information specialists spent most of this period making telephone calls to parents of black students who had been rejected from the alternative program of their choice. Specialists discussed the three new programs to be available in Price Hill this fall, and they encouraged parents to make application for one of these programs if they were interested. A total of 1,096 parents were reached in this manner, and a total of 1,010 application forms were mailed to parents who showed interest in one or more of these programs.
15. **Evaluation of Settlement Agreement Activities**	15a. Met with Board attorneys and others on several occasions to prepare for April 21 hearing. 15b. Attended April 21 hearing and gave testimony regarding the Price Hill plan and several other components of the Settlement Agreement. 15c. Prepared and submitted a revised job description for the Associate's position in Settlement Evaluation that has been open since September of 1987.

FBF:jlc
5/26/88

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF JUNE 10, 1988**

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1. **Communitywide Task Force**

1a. The Communitywide Task Force met 8 June, 1988. Have ended contract with Eastman, Woycke, and True, and returned funds to Greater Cincinnati Foundation.

1b. Will meet 27 June, 1988 to discuss Price Hill-West End pupil reassignments.

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2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation**

2a. Accepted Alternative Application Report 1/1/88 - 6/13/88

Total Applications Received	14,466
Total Accepted Applications	5,860
Total Blacks Accepted	3,119
Non-Blacks Accepted	2,741
Percent Blacks Accepted	53.23
Percent Increasing Taeuber	10.84
Percent Decreasing Taeuber	31.93
Percent Neutral Taeuber	57.24

Number of students Accepted to date:

1. Carson, Montessori K-2 — Projected Enrollment 175

Black	85
Non-Black	97
Total	182
Percent Black	46.7%

2. Quebec Heights, Math/Science K-6 — Projected Enrollment 672

Black	269
Non-Black	313
Total	582
Percent Black	46.2%

COMPONENT	**STATUS AS OF JUNE 10, 1988**	**Page 2.**

2. Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation (continued)

3. Roberts Paideia K-8 — Projected Enrollment 850

Black	383
Non-Black	355
Total	738
Percent Black	51.9%

2b. Total Open Enrollment Applications Approved through May 31, 1988

Secondary	107	Black
	6	White
	113	Total
Elementary	119	Black
	11	White
	130	Total

Total Applications Rejected:	Secondary	48
	Elementary	75
	Total	123

Total Open Enrollment Applications Approved through May 29, 1987

Secondary	255	Black
	4	White
	259	Total
Elementary	156	Black
	19	White
	175	Total

Total Applications Rejected:	Secondary	131
	Elementary	139
	Total	270

COMPONENT		STATUS AS OF JUNE 10,1988
2. **Alternatives, Open Enrollment and Other Means for Reducing Racial Isolation (continued)**	2c.	Two meetings have been held between the Superintendent and the Board attorneys regarding further actions as a result of the midpoint hearing. The attorneys for the Board will meet quarterly with the attorneys from the NAACP. The judge will conduct another hearing on progress in 1989.
	2d.	In the future, the facilitator's annual report will be co-authored by the facilitator and the director of the Alternative/Settlement Office. All reports pertaining to the Settlement should be submitted through the director of the Alternative/Settlement Office.
	2e.	The Paideia summer training for the Roberts Paideia staff and staff members new to Shroder Paideia began on June 13. Fifty-four staff members from these two schools are participating.
3. **Low Achieving Schools**	3a.	No report available.
4. **Staff Development**	4a.	Staff Development is collaborating with a representative from the Cincinnati Council of Educators to invite Aster Sato, the author of 50 Multi-Cultural/Human Relations Experiences: Rainbow Activities, to speak to elementary and Middle/Junior High School teachers. She would also make recommendations about appropriate activities for the participants.
	4b.	The representatives attending "The Equity Principal" workshop in May have: Included "The Equity Principal" training activities in a ten-hour Professional Growth Institute course for the Fall. Developed a proposal to submit to S.W.O.P.C.I.E. for funding to implement an eight-hour training workshop in January, 1989.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JUNE 10, 1988
4.	**Staff Development** (continued)	4c.	Urban Initiative's Summer Institute on Appalachian and Black Literature was partially funded by Staff Development. This twenty-hour workshop was attended by approximately two hundred and forty elementary, junior/middle school, and high school teachers. Dr. Jim Wayne Miller, Janet Reed and Dr. Angelene Jamison-Hall were presenters. The workshop participants attended general and small group sessions teachers reacted to Black and Appalachian literature by determining ways to make the literature by determining ways to make the literature a viable part of the classroom curriculum.
5.	**Staff Racial Racial**	5a.	No change in status.
6.	**Housing Plans of City**	6a.	We have been notified of two planned acquisitions by CMHA, one in the Losantiville attendance area and the other in the Silverton attendance area. Both would likely have negative impacts on racial balance. However, since both are single family dwellings the impacts would be very small.
7.	**Community Education**	7a.	LSAC staff attended 35 meetings in schools and communities during this period. Most LSAC meetings focused on the development of budget recommendations for 1988-89.
		7b.	All but two schools (South Avondale, Withrow) submitted 1988-89 budget recommendations. During a decision-making meeting, the Assistant Superintendents responded to each recommendation. Responses will be sent to principals this week.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JUNE 10, 1988
7.	**Community Education** (continued)	7c.	Attended three administrative meetings regarding the Price Hill/West End plan, and the new alternative high school.
		7d.	Convened principals and support staff twice to discuss summer plans in Price Hill and West End impacted schools. Collected information and materials for school personnel, and from school personnel. Offered assistance from various central offices, and documented activities planned by schools.
		7e.	Met with Jack Lewis to develop plans for Alternative Information Specialists´ summer work. Reviewed information from computer print-outs that will be used by the Specialists to contact parents regarding their children´s status for 1988-89. Parents of Carson, Quebec Heights, and Roberts students will be contacted to inform them of enrollment responsibilities. Recruitment efforts for Alternative Programs will be made when applicable to the situation.
8.	**Publicity and Marketing**	8a.	Met with principals and program coordinators from Quebec Heights, Carson, Roberts, Hays, Heberle, Bloom, and Porter to discuss publicity/communications strategies for summer activities. Offered assistance with writing, editing, graphics of newsletter, brochures, flyers, letters, T-shirt, buttons, and other communications to parents and students. Offered support in writing news releases and contacting media for publicity.
		8b.	Roberts Paideia Academy--Prepared letter and accompanying materials for mailing to enroll students who have been accepted into new program at Roberts. Met with principal and program coordinator to discuss series of newsletters that will be mailed to Roberts Paideia parents and students.

8. **Publicity and Marketing** (continued)

8b. Met with Shroder Paideia assistant principal to discuss items to be included in final issue of Paideia, a newsletter for both Shroder and Roberts.

Sent news release to media on summer teacher training going on at Xavier University with new Roberts and Shroder teachers..

Took photos for summer production of Roberts Paideia Academy brochure.

8c. Hays/Porter--Prepared letter and provided graphics assistance for letter inviting parents and students who have been assigned to Hays and Porter to the schools to meet the principal and tour the building the week of June 13-17.

8d. Heberle—Met with principal and produced a newsletter, The Summer Falcon, which featured important dates and times for parents to enroll their children, parent orientation, and special times for building tours. It also featured Heberle program highlights. The newsletter was mailed to Quebec Heights parents and students who have been reassigned to Heberle.

8e. Hays--Met with principal and staff to discuss publicity efforts for Hays that would be targeted to Carson K-2 students and parents who have been reassigned to Hays. Efforts include a newsletter, buttons, and T-Shirts.

8f. Quebec Heights Math & Science Academy--Took photos to begin summer production of a brochure for the new program. Photos include pictures of hands-on activities in mathematics and science.

8g. Rockdale Academy of Math and Science--Worked with principal and staff to design a brochure/flyer inviting students from Quebec Heights to attend Rockdale as an option to the Math and Science Academy at Quebec heights.

8h. Academy of World Languages--Produced invitation to a special AWL Open House for parents and students in Quebec Heights/Carson neighborhoods. Parents were invited to meet principal, staff, tour and building, visit classrooms, and have lunch. Placed ads in west side newspapers.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JUNE 10, 1988
8.	**Publicity and Marketing** (continued)	8i.	Porter--Took photos for brochure on Porter Middle School. Will be mailed to parents and students entering Porter in August.
		8j.	World Language News--Second issue of newsletter has been printed and will be mailed to parents the third week in June.
		8k.	New Alternative High School--Prepared, designed brochure/application for distribution in schools and by bulk mail to targeted groups of students.
9.	**Transportation**	9a.	The Pupil Transportation Branch is not presently charged with responsibility for extracurricular transportation,. The Transportation Branch is responsible for transportation of pupils to and from school on regular routes as detailed by State Law and Board Policy.
		9b.	Starting times have been established by the school district and distributed to the schools for the 1988-89 school year by the Area Assistant Superintendents.
10.	**Extracurricular Activities**	10a.	No progress.
11.	**Discipline Committee**	11a.	The Superintendent submitted a discipline plan to Cabinet for its review.
		11b.	The ad-hoc discipline committee, under the chairmanship of Mr. Frank Fields, met June 10 to review proposed discipline policy revisions and an outline for a student discipline handbook.

COMPONENT	STATUS AS OF JUNE 10, 1988
12. **Unbiased Tests and Policies**	12a. The two readiness tests were administered in the pilot schools and returned to the Testing Section for scoring and analysis.
13. **Unbiased Placement of Students Within Buildings**	13a. No change in status.
14. **Information Centers**	14a. Completed survey of open enrollment parents. 14b. Two specialists spent several days working at Quebec Heights and Roberts to help enroll students and to discuss program options with students and parents. 14c. Telephone calls were made to many parents of black students at Hays, Heberle, Washburn, and Washington park to encourage applications for the three new alternative programs in Price Hill schools. 14d. Since March 1, 1988, the specialists made over 3,000 telephone calls to parents of black students concerning the three new alternative programs and distributed over 2,100 application forms to interested parents. 14e. Since December 1, 1987, the specialists have: - made or received over 5,000 telephone calls (primarily with parents) - attended 84 meetings and held 376 conferences pertaining to alternative programs - made 212 separate presentations to a total of 17,500 students concerning alternative program options for the 1988-89 school year. - distributed 56,000 informational sheets and 3,900 application forms for alternative programs.

COMPONENT		STATUS AS OF JUNE 10, 1988
14. Information Centers (continued)	14f.	Approval has been granted by the school principals for specialists to continue using their present offices at Shroder Paideia and Hays Elementary during the 1988-89 school year.
	14g.	Under the school system's new organizational plan, administrative responsibility for the Information Centers has been shifted to the Alternative/Settlement Office.
	14h.	Approval has been granted for the three information specialists to work during the summer to help plan for a smooth opening of the three new alternative programs this fall.
15. **Evaluation of Settlement Agreement Activities**	15a.	Continued to monitor the Taeuber Index impact of accepted students for the three new alternative programs.
	15b.	Administered a survey to parents of students in the Open Enrollment program.
	15c.	Developed a procedure for identifying students in Price Hill schools who have (and who have not) been accepted into an alternative program for the 1988-89 school year.
	15d.	Initiated the process to identify California Achievement Test results for students in alternative programs.

FBF:jlc
6/23/88

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF OCTOBER 14, 1988**

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1. **Communitywide Task Force**

1a. The Communitywide Task Force met on October 3, 1988, and voted to send a letter of support for targeting state housing mortgage funds for people in integrated census tracts.

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2. **Alternatives and Open Enrollment**

2a. Accepted Alternative Application Report 1/1/88 - 9/30/88

Total Applications Received	16,801
Total Applications Accepted	6,758
Blacks Accepted	3,496
Non-Blacks Accepted	3,262
Percent Blacks Accepted	51.73
Percent Increasing Taeuber	12.00
Percent Decreasing Taeuber	28.51
Percent Neutral Taeuber	59.49

Number of students enrolled in all alternative/open enrollment programs for the 1988/89 school year

Black	10,335	Percent Blacks Enrolled	53.8
Non-Black	8,867		
	19,202		
Open Enrollment	1,194		
TOTAL	20,396		

NOTE: Data reported on the September enrollment will change due to no-shows, withdrawals, and late acceptances.

The enrollment report will be updated and distributed in December.

2b. The Alternative Schools Committee has been reconstituted and will hold its first meeting on Monday, October 31 to consider new program concepts for senior high alternative programs.

2. **Alternatives and Open Enrollment** (continued)

2c. Senior high alternative program concepts for a school of communications and a program for the health professions have been written, to be considered by the Alternative Schools Committee

2d. The Cincinnati Public Schools will apply for a Magnet Schools Assistance Act Grant for the two-year period, 1989 through 1991. Grant materials will be received by the first week in December. The Grant application will be due 45 to 60 days after receipt of the regulations.

2e. Total Open Enrollment applications approved through September 30, 1988:

Secondary	163	Black
	7	White
	170	Total
Elementary	235	Black
	10	White
	245	Total

Total Open Enrollment applications approved through September 30, 1987:

Secondary	366	Black
	6	White
	372	Total
Elementary	271	Black
	20	White
	291	Total

Total applications rejected:	Secondary	56
	Elementary	121
	Total	177

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 14, 1988
2. Alternatives and Open Enrollment (continued)	2f.	A program has been developed for community groups in the Hughes attendance area to present the concepts of a Hughes Alternative Center beginning in 1989-90. These meetings are currently being set up for the first 2-3 weeks in November.
	2g.	Site visitations to Communications Schools and Health Careers programs are scheduled in Houston, Texas, Los Angeles, California, and Ohio University.
3. Other Means for Reducing Racial Isolation	3a.	No activities to report at this time.
4. Low Achieving Schools	4a.	The report for the low achieving schools does not delineate activities by school. Many of them were similar, and it was my feeling that for the purpose of the committee that a global approach would be better. Activities: - Number of inservice activities focused on implementation of the Reading/Communication Arts Program in grades K-3. - Activities to improve students´ self esteem through student recognition/incentives for academic achievement. - Intervention class placement - an in-school suspension program which also functions as an attendance office. Parents are called each day regarding absence. - Tutors secured from AARP and Withrow for after school tutorial program.

COMPONENT	STATUS AS OF OCTOBER 14, 1988
4. **Low Achieving Schools** (continued)	- Involvement in Clean Cincinnati. Collected 52,000 cans and awarded prize of $750. Collected $1100.00 for cans. - Involved in writing a grant with Gabriel's Corner for students to be involved in creative writing project. - Use of Cincinnati Post with classes. - Variety of field trips to enhance/increase children's educational experiences outside classroom and community.
5a. **Staff Development Center**	5a. At the request of the Superintendent a presentation was made by Jerome Braun, Doris Stokes, Georgetta King, and Shirlee Williams to the Board of Education on September 26, 1988 regarding Action Motion #65. The presenters gave an overview of the district's Multicultural Education definition/objectives and the activities that have taken place recently. Jerome Braun and Doris Stokes are co-chairpersons for the Multicultural Education Committee for the District. The Committee will include administrators and teachers who will review, implement and make recommendations regarding multicultural activities for the District. Recent Professional Library Purchases VIDEOS Strangers and Kin This video shows the development and effect of stereotypes in a region where technological change collides with tradition ...(It) demonstrates how stereotypes are created, reinforced, and often used to rationalize exploitation.

5a. Staff Development Center (continued)

Ethnic Notions.

"Ethnic Notions takes the viewer on a disturbing voyage through American history. ...(It) traces the deeply-rooted stereotypes which have fueled anti-black prejudice. Through these images we can begin to understand the history of race relations in America."

The Tale of "O" (A Training Tool for Managing Diversity

"A Tale of ´O´ explores the consequences of being different. It focuses on a group of people in which there are ´the many,´ referred to as the ´X´s,´ and ´the few,´ referred to as the ´O´s.

BOOKS

Rainbow Activities (50 Multicultural/Human Relations Experiences
by Aster Sato

"This book was developed to encourage children to appreciate their cultural heritage and the heritage of others.

Staff Development sent information to various schools concerning the Lecture Series sponsored by the University of Cincinnati (Department of Curriculum and Instruction and the Graduate Office in the College of Education). The lecture on October 28, 1988 (Room 114 of the Law School - 3:30 p.m.) is "Lifestyles and Learning Patterns of Black Children Who Are Successful in School." The presenter is Dr. Reginald M. Clark. Dr. Clark is the author of Family Life and School Achievement: Why Poor Black Children Succeed or Fail The book is available in the Professional Library at the Staff Development Center.

5b. Educational Mobility Projects 5b. No report submitted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 14, 1988
6.	Staff Racial Balance	6a.	No report submitted.
7.	Housing Plans of City	7a.	There were no reports of proposed housing projects during this period.
8.	Community Education	8a.	No report submitted.
9.	Publicity and Marketing	9a.	Porter Middle School--Completed production of a brochure which encompasses the entire school but features Junior High College Readiness Program, Partner-in-Education, and Cincinnati Youth Collaborative. Includes section on How to Apply to the alternative program. Assisted with production of Porter´s Open House invitation.
		9b.	Montessori--Produced a brochure for all three Montessori programs--Carson, North Avondale and Sands. Distributed to schools.
		9c.	Douglass--Assisted with graphics and writing of Annual Progress Report that will also be used to recruit children for the 1989-90 school year. Developed open house invitation.
		9d.	Roberts Paideia Academy--Completed production of a brochure which includes program highlights and description, photos and sections on transportation and how to apply. Will be used to distribute to parents as inquiries are made and to recruit students through direct mail for the 1989-90 school. Producing a slide/tape presentation for October 20 open house, but will also be used for recruitment. The slide/tape show explains the Paideia program through narration. Roberts Paideia students were interviewed and recorded to enhance the production.

9. Publicity and Marketing (continued)

9e. Shroder Paideia--Working with school to continue the quarterly newsletter that has been issued for three consecutive years. It will focus on teachers, students, community/parent/business involvement throughout four issues and will be used to keep Shroder parents informed, but also as a recruitment tool for new parents and their children. First issue: New teachers, teaching training and seminars.

9f. Bilingual Alternative Programs--Met with supervisors to discuss district-wide publicity plans for all bilingual programs (K-12). Emphasis will be placed on a plan to encourage fifth graders to attend CBA and eighth graders to attend ISA through brochures and a possible special event in the spring. Communications Branch will continue to work with the Bilingual Program Office to produce "World Languages" newsletter three times this school year. The newsletter is distributed to 4,000 bilingual students, used for recruitment, and distributed to other school districts and foreign language associations throughout the country.

9g. Alternative Booklet--Based on requests from schools, parents, business and community groups, Communications is developing a booklet that would encompass all of the alternative programs. A folder/pocket for the cover would enable us to update the information (program descriptions, locations, grades, etc.) as needed. The booklet would contain general information about students, teachers, parents, and community. Completion date is targeted for Dec. 1.

9h. Quebec Heights--Working on a brochure that would describe the program to be distributed to parents for recruitment.

9i. Roll Hill--Assisted with graphics and editing of Annual Progress Report.

9j. Media Coverage--Channels 5 and 9 and WLW Radio went to Quebec Heights CAMAS to cover the space shuttle launch. Channel 5, WLW Radio, and the Cincinnati Post covered representatives from Cincinnati's Sister City Luizhou, China visit to the Academy of World Languages.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 14, 1988
9. Publicity and Marketing	9k. Alternative Application--Making preparations for the 1989-90 regular and priority applications to be printed. 9l. Alternative Handouts--Reproducing handouts for alternative information specialists to distribute to students in schools January through March.
10. Transportation	10a. No change in status.
11. Extracurricular Activities	11a. Provided schools with extra-curricular passes for Queen City Metro. 11b. Bus passes are good only when used with a Queen City Metro card. PROBLEM Does not address the yellow bus student. Many alternative and open enrollment students cannot participate due to lack of furnished transportation.
12. Discipline Reports	No reports submitted for Areas I and II. Report from Area III: 12a. In accordance with the Local School Discipline Plan, twenty-eight (28) schools reported, and have formed, discipline committees. Eighteen (18) schools have held meetings and have planned in-service discipline programs. Ten (10) schools are in the planning stage. Principals are signing all suspension letters with recommendations for expulsion. Principals are attending all expulsion hearings.

COMPONENT		STATUS AS OF OCTOBER 14, 1988
13. Unbiased Tests and Policies	13a.	The data from the pilot test of the two kindergarten readiness tests has been analyzed. The comments of the teachers who administered the pilot test have been summarized. This data along with a recommendation to the Test Selection Committee will be submitted to the selection committee during the first week of November.
14. Unbiased Placement of Students Within Buildings	14a.	No change in status.
15. Information Centers	15a.	Alternative program information specialist have completed their assignment for the 1988-89 school year. In past years, the specialists returned on December 1. We are planning to have them return two weeks early to start contacting parents involved in school pairing and any new alternative programs for the 1989-90 school year.
16. Evaluation of Settlement Activities	16a.	Prepared preliminary estimate of the effect of the three new alternative programs on the Taeuber Index.
	16b.	Analyzed achievement test results for students in alternative programs.
	16c.	Conducted a survey of principals regarding the level of scheduled interaction between alternative program students and non-alternative program students in buildings housing both alternative and neighborhood school programs.
	16d.	Conducted interviews for the purpose of filling the vacant position of evaluator for Bronson Settlement activities.

FBF:jlc

APPENDIX F

TESTING IN THE CINCINNATI PUBLIC SCHOOLS
WHAT CAN BE EXPECTED WHEN A TEST IS RENORMED?

Tests are changed and new standards are set every six to eight years to make sure that students' test results are compared to other students just like themselves. Tests also need to be updated to assess the need for curriculum revision.

The California Achievement Test (CAT), used in Cincinnati Public Schools for the past seven years, was given to a large nationwide sample in 1977. This was the "norm" group. Since that time, Cincinnati Public School students have been compared to that standard. The publisher of the California Achievement Test (CAT) recently developed a new test and set new norms, using a large (approximately 300,000) but different, nationwide sample of students.

Students taking the "new" test in the spring of 1988 are compared with the new national group. A student's test results compared to this new group may be quite different than this same student's results compared to the old 1977 group. A new standard, or yardstick is being used.

For example, in the 1984 Olympics, Carl Lewis won the gold medal by jumping 28 feet 1/4 inches in the long jump. In the 1936 Olympics, Jesse Owens won the gold for jumping 26 feet 5 1/4 inches. If he jumped the same distance in the 1984 Olympics, he would not have won a medal. The standard, or yardstick, changed.

Let's look at another example, but this time, let's look at the same test administered ten years apart.

1978		1988	
Item 10		Item 10	
9		9	50% of Students
8	50% of Students	8	Above
7	Above	7	National Average
6		6	
5	National Average	5	
4		4	
3	50% of Students	3	50% of Students
2	Below	2	Below
1		1	

Note that the average score in 1978 was 5, and in 1988, the average score is 7. If a school district had taken the test in 1978 and, on the average answered 5 items correctly, the districts´s average would have been at the national 50th percentile. If a district takes the same test again in 1988 and answers an average of 6 items correctly, the district´s average would have dropped below the national 50th percentile. Does this reflect a decline in achievement? The district improved its test scores, however, when compared to the nation, the scores declined.

This is similar to what is happening now in the Cincinnati Public School district. National studies have been done to compare the old and new editions of California Achievement Tests and show that the norms, or standards against which students are measured, are getting higher. Therefore, while the performance level of our students is also on the rise, when compared with the new norm, the results may not appear to be as favorable.

Three factors explain changes in test scores when a new test is adopted. First, the closer the match between what is taught and what is tested, the better students should perform on the test. Second, the characteristics of the national sample tested in 1985 are different from those of the sample in 1977; yet both are representative of the nation at the time of the national testing. Third, the change in the achievement levels of students in a district from 1977 to 1988 may be different from the change nationally.

School districts adopting a new achievement test should avoid comparing scores from different tests and different norm sets to draw conclusions about changes in performance because norms change.

School districts should adopt a new test on the basis of sound educational and measurement considerations. The first administration of the new test may not afford the opportunity to make clear comparisons with past performance. Schools should look forward to the second and subsequent administrations of the new test to draw valid conclusions about trends of growth in local performance. As far as norm-referenced testing is concerned, schools should not continue to use a dated test merely to avoid the temporary inconvenience of a change in norms; the evaluation of students' performance should be conducted using the most appropriate test and norms that adequately reflect current national trends.

Prepared by Bernard M. Barbadora
August 5, 1988

Planning,
Research &
Evaluation Branch

REPORT OF ACHIEVEMENT TEST RESULTS
CINCINNATI PUBLIC SCHOOLS
APRIL, 1988 BASELINE ADMINISTRATION
OF THE CALIFORNIA ACHIEVEMENT TEST, FORM E

By Joseph F. Gastright, Ed.D.

August, 1988

Cincinnati Public Schools
Office of the Superintendent

REPORT OF ACHIEVEMENT TEST RESULTS
CINCINNATI PUBLIC SCHOOLS
APRIL, 1988 BASELINE ADMINISTRATION
OF THE CALIFORNIA ACHIEVEMENT TEST, FORM E

The System-Wide Testing Program

The system-wide testing program provides group and individual student achievement data in the basic skills of reading, mathematics and language. The group achievement data provide essential measurement information for the evaluation of the school system's program at grade and school unit levels for federal and state funded programs. The student data provide the individual student, his/her parents, teachers, and counselors information on achievement for comparison with a "national norm" group of students.

Test publishers periodically revise their tests in order to keep the content well-matched with current instructional practice and to provide comparisons with a current "norm group." Typically, achievement tests are re-normed on a seven or eight year cycle.

During the 1986-87 school year, a committee of teachers, parents, administrators, and students carefully reviewed five recently normed achievement test batteries. In the fall of 1987, Forms E and F of the California Achievement Test (CAT) were selected as the best measures of reading and mathematics as presented in Cincinnati Public Schools local instructional program. Date planned to first have the new tests was moved up from 1989 so that we would have a more current baseline against which to measure student progress.

In April 1988, Form E of the California Achievement Test (CAT) was given for the first time. All students in grades 1-11 were tested in reading, mathematics and language.

This is the first time in recent history that a language test had been included in the district-wide testing program. The decision to expand the system-wide testing program to include language was based on our need to obtain definitive data on how our students performed in this critical area. In addition, the language test will be included in the required Statewide Assessment Program beginning in the 1989-90 school year.

Adoption of a new achievement test forces a change in the standards against which student achievement is compared. From April, 1981, through April, 1987, student achievement in reading and mathematics was reported compared to the sample of students tested to establish the standards, or norms, for Forms C and D of the California Achievement Test (CAT). These norms, established during the spring of 1977, were first published in 1978. However, to keep test content and test standards current and to obtain the most accurate and reliable measures of current achievement, CAT E (normed in 1985) was selected and administered this past school year.

Rosters of student scores and grade level-summaries of school test results are sent to the schools prior to the end of the school year. Individual student profiles are also provided for the schools to be made available to parents.

The Indicators of Achievement Status

Percent At and Above Norm

The most commonly used method of reporting achievement test results is to give the percent of students in a school or school system who reach or exceed the "national norm." This is an implied standard of 50% since by definition half of the students in the norm group score above and below the middle score (median) for each grade. This percent figure is calculated by counting the number of students who equal or exceed the exact mid-point of the national norm distributions and dividing by the total number of students who took the test. Tables 1, 2, 3 and 4 in this report present achievement in this way.

There are a number of advantages to looking at the "percentage of students at and above norm" as a measure of school and system achievement. This manner of reporting test scores has been used in Cincinnati Public School Achievement Reports for almost 40 years and is familiar to teachers, parents and the general public. Achievement results throughout the country are commonly reported in this way which facilitates comparisons with other cities and states.

This method of reporting test results focuses attention entirely on the performance of students near the national median. It does not describe how far performance is away from "the norm." For example, small changes in reading performance can move large numbers of students from barely above average to slightly below average. Since the measure is based on counts of students above a single point (median), it is unaffected by the performance of students who score well above, or well below average.

Normal Curve Equivalents

Since 1982, in addition to reporting scores as "percent of students at and above norm," the achievement of the schools and the system has also been reported in Normal Curve Equivalents (NCE) scores. The Normal Curve Equivalent is a standard score similar to the stanine score which the system uses to report individual pupil test scores. NCE scores range from 1 to 99 with an average of 50 and a standard deviation of slightly over 21. The NCE is an equal interval score equal to exactly 1/11 of a stanine. This equal interval property allows the use of NCE´s as a measure of achievement gain and loss.

Unlike "percent of students at and above norm," the NCE scores are based on all students in a group and takes into consideration the entire range of performance. System achievement in NCE's is presented in Tables 1, 2 and 3.

Data Included in This Report

This report contains the total reading, total mathematics and total language test results from the baseline administration of the California Achievement Test, Form E, given to students in grades 1-11 in April, 1988. The tests were scored and reports generated by the publisher. Tables 1, 2 and 3 summarize the system data respectively on reading, mathematics and language in terms of percentages at and above norm and in average Normal Curve Equivalents. Table 4 presents the percentage of students scoring at and above norm in reading, mathematics and language for elementary schools, middle schools and senior high schools. Table 5 provides system data on the proportion of students scoring in national norm categories defined as "above average," "average," and "below average."

RESULTS

Table 1. Percent of Students At and Above National Norm and Average NCE in Reading, by Grade, 1981, 1987 and 1988.

The percent of students scoring at and above norm in reading was 40.5% in grades 1-6, 38.9% in grades 7-8, and 38.6% in grades 9-11. In grades 1-11, 39.8% of the students scored at and above norm (See Table 1). The system now shows some 9-11% fewer students at and above the national median at the elementary, middle and senior high school levels than the national norm in reading.

The results expressed as average Normal Curve Equivalents (NCE's) show the same pattern. The average NCE was 45.7 in grades 1-6, 45.2 in grades 7-8, and 45.2 in grades 9-11. In grades 1-11, the average reading score was 45.5 NCE's. In other words, the average student in the Cincinnati Public Schools scored approximately one half a stanine (5.0 NCE's) below the national norm.

The system reading scores for 1987 have been included for comparison purposes only. In 1988, 15.9% fewer students scored at and above norm in grades 1-6, 11.6% fewer students scored at and above norm in grades 7-8, and 8.6% fewer students scored at and above norm in grades 9-11. The overall effect of moving to the new test at grades 1-11 was that 13.7% fewer students scored at and above the national median in 1988 than in 1987. The scores expressed in NCE´s show the same pattern; large changes at the lower grades and smaller differences at the middle school and senior high school levels.

The system reading scores for 1981, the first year in which CAT C was administered, have also been included for comparison purposes. The baseline level reading achievement established in 1988 using Form E is slightly higher than the reading achievement levels observed in 1981 during the baseline administration of the previous form. In effect, the reading achievement gains in Cincinnati over the last six years have matched, but not greatly exceeded, those observed in the rest of the country. When student achievement is measured against the more current and demanding norm, the percentage of students matching or exceeding the norm is reduced at all grades to levels very close to the 1981 results.

Equating Scores. During the norming of the CAT E and F, the test publisher administered both the 1977 test and the new test to a sample of students in order to establish a common norm. These equating norms allow the new test to be "scored" against the old standard as well as the new one. When the equating norms were applied to the 1988 baseline administration of CAT Form E, the results show that system achievement levels in reading continued to improve. If CAT C had been administered in 1988, the equating norms suggest that reading scores would have risen from 56.4% at and above norm in grades 1-6 in 1987 to 56.8% in 1988. At grades 7-8, the reading scores would have increased from 50.5% to 54.7%, and at grades 9-11, the reading scores would have increased from 47.2% to 48.3%. The combined reading scores in grades 1-11 would have risen from 53.5% at and above norm to 54.7% based on the equating results. This supplies additional evidence that the differences observed in reading between 1987 and 1988 test results are due to the more difficult Form E comparison group and not due to declines in achievement. The results do show additional effort will be necessary to move students toward "National Norm" performance against the current standard.

A factor which complicates the comparison of achievement between an older form of an achievement test and a newly normed one is test content. The new form will contain skills and concepts not included on the old test and it is not uncommon to find material on the older test that is either eliminated or substantially de-emphasized on the new form. These changes in test content reflect similar changes in curricular content in the subject area. The word analysis subtest in the California Achievement Test (CAT) reading section illustrates such a change of emphasis. In Forms C and D, word analysis was included as a subtest under the total reading scores in grades 1-3. In the newly-administered Form E, the word analysis subtest has been substantially increased in length, but it is reported as a separate score and is no longer included as a part of the total reading score.

On the recommendation of the test committee, the word analysis test was administered at grades 1-3, but not at grades 4-6. The percentage of students scoring at and above norm on the word analysis subtest in grades 1-3 was 46.1% (See Table 1a). The average NCE score for these grades was 49.2 NCE's, just short of the national norm performance. These results show that local performance on word analysis skills and concepts is closer to the national norm than performance on the content included in the total reading score. The removal of the word analysis subtest as a part of the total reading contributed, in part, to the lower reading scores observed on CAT Form E.

Table 2. Percent of Students At and Above National Norm and Average NCE in Mathematics, by Grade, 1981, 1987 and 1988.

The percent of students scoring at and above norm in mathematics was 46.4% in grades 1-6, 37.8% in grades 7-8, and 33.5% in grades 9-11. In grades 1-11, 42.3% of all students scored at and above norm (See Table 2). The system now shows some 4-17% fewer students at and above the national median at the elementary, middle and senior high school levels than the national norm in mathematics. Overall, approximately 7% less students scored at and above the national average.

The results expressed as average Normal Curve Equivalents (NCE´s) show the same pattern. The average NCE score was 48.3 in grades 1-6, 44.7 in grades 7-8, and 43.2 in grades 9-11. In grades 1-11, the average NCE score was 46.7. In other words, the average student in the Cincinnati Public Schools scored very close to the national norm in the elementary grades, but the performance declines to over half a stanine below norm at the senior high school level in mathematics.

The system mathematics scores for 1987 have been included for comparison purposes. In 1988, 16.4% fewer students scored at and above norm in grades 1-6, 17.5% fewer students scored at and above norm in grades 7-8, and 13.0% fewer students scored at and above norm in grades 9-11. The overall effect of moving to the new test at grades 1-11 was that 15.8% fewer students scored at and above the national median in 1988 than in 1987.

The system mathematics scores for 1981, the first year in which CAT C was administered, have also been included for comparison purposes. The baseline level mathematics achievement established in 1988 using Form E is slightly higher than the mathematics achievement levels observed in 1981 during the baseline administration of the previous form. In effect, the mathematics achievement gains in Cincinnati over the last six years have matched, but not greatly exceeded, those observed in the rest of the country. When student achievement is measured against the more current and demanding norms, the percentage of students matching or exceeding the norm is reduced at all grades to levels very close to the 1981 results.

Equating Scores. When the equating norms are applied to the 1988 baseline administration of CAT Form E, the results show that system achievement levels in mathematics would be similar to the 1987 results. The equating norms suggest that mathematics scores would have declined slightly from 62.8% at and above norm in grades 1-6 in 1987 to 59.4% in 1988. At grades 7-8, the mathematics scores would have increased slightly from 55.3% at and above norm in 1987 to 55.5% in 1988, and for grades 9-11, the mathematics scores would have declined somewhat from 46.5% at and above norm in 1987 to 44.3% in 1988. The combined mathematics scores in grades 1-11 would have gone down from 58.1% at and above norm in 1987 to 55.7% at and above norm in 1988. To put these results in context, the 1987 test scores were the highest recorded in the history of the city-wide testing program.

Table 3. Percent of Students At and Above National Norm and Average NCE in Language, by grade, 1981, 1987 and 1988.

The percent of students at and above norm in language was 39.5% in grades 1-6, 35.1% in grades 7-8, and 30.0% in grades 9-11. In grades 1-11, 36.8% of all students scored at and above norm (See Table 3). The system shows some 10-20% fewer students at and above the national median at the elementary, middle school and senior high school levels.

The results expressed in average Normal Curve Equivalents (NCE's) show the same pattern. The average NCE score in language was 46.3 in grades 1-6, 43.7 in grades 7-8, and 41.7 in grades 9-11.

The language test has never been administered prior to the 1988 testing. However, it was strongly felt that the testing program had to be expanded into this critical area because of the importance it has for students either going on to college or into the work force.

This test includes two skills: language mechanics--when to use capital letters and punctuation marks; and language expression--skills enabling a student to write sentences and paragraphs with clarity. In addition, language mechanics includes these salient objectives: when to use capital letters, use of commas, periods, question marks, and the like and proofreading; while language expression includes how to use standard grammar such as nouns, verbs, pronouns, adjectives and adverbs to construct meaningful sentences and pragraphs.

Table 4. Percent of Students At and Above National Norm, by School, 1987-88.

Based on the "new" and more demanding norms, thirteen elementary schools (22%) matched or exceeded the national norm in reading, 14 elementary schools (24%) matched or exceeded the national norm in language, and 22 elementary schools (37%) matched or exceeded the national norm in mathematics. In each of the subject areas, another 25% or so of the schools scored within 10% of the national norm and can be expected to reach it over the next year or two. At the secondary level, two schools (11%) matched or exceeded the national norm in reading, language and mathematics.

Table 5. Percent of Students Grouped by "Above Average," "Average," and "Below Average."

Students who score well above average and well below average have characteristics which require special attention if they are to achieve their potential. In the nation, the upper 23% of all students (stanines 7-8-9) are capable of learning the regular curricula so efficiently that they may become bored unless challenged with more difficult material. The lower achieving 23% of all students (stanines 1-2-3) may need additional help in order to cover grade level material. The 54% of the students around average (stanines 4-5-6) are described as well-suited for learning typical grade level material.

The increased difficulty of the CAT E norms is evident in the distribution of students into "above average," "average," and "below average." In reading, in grades 1-11, 15% of the students scored in the upper stanines compared to 23% in the norm group, 55% scored in the average stanines compared to 54% in the norm group, and 30% scored in the lower stanines compared to 23% in the norm group. In mathematics, a somewhat higher percentage of students scored in the above average stanines (18%) and correspondingly fewer earned average scores (52%). In language, the results were virtually the same with 15% in the middle stanines and 31% in the lower stanines.

A comparison with the distribution of stanine scores earned in 1981, the first year in which CAT C was administered, suggest that the range of achievement in the system is wider than in 1981. In 1988, 15% of the students in grades 1-8 scored above average in reading and 18% scored above average in mathematics. In 1981, the corresponding figures were 14% and 16%. At the other end of the scale, the percentage of student scoring in the below average range has increased from 26% to 30% in both reading and mathematics.

SUMMARY

In summary, the results of equating the 1977 CAT C norms and the 1985 CAT E norms show that the CAT E norms are more demanding. This outcome was expected and simply confirms that students nationwide are achieving at a higher level now than in 1977, when CAT C was normed. This interpretation is consistent with National Assessment of Educational Progress (NAEP) results and the recent improvement in other achievement and college entrance tests. The CAT E norms reflect recent nationwide achievement and are, therefore, more accurate measures of current relative performance.

The 1988 baseline administration of the CAT, Form E, provides a fresh baseline measure against which achievement growth of the system can be assessed for the next five to seven years. A clear goal for the system over the period is to again exceed the national performance.

Approved:
Bernard M. Barbadora, Ph.D., Director
Planning, Research & Evaluation

Table 1. Reading. Percent of Students At and Above Norm and Average NCE By Grade, 1981, 1987, and 1988.

Grade	1981 % At & Abv.	1987 % At & Abv.	1988 % At & Abv.	1981 Avg. NCE	1987 Avg. NCE	1988 Avg. NCE
1	44.5	65.3	45.2	47.3	56.1	44.8
2	40.0	58.3	41.4	47.1	54.7	46.0
3	35.0	57.0	40.9	44.6	53.9	46.5
4	37.5	53.6	39.2	45.2	52.1	46.2
5	40.7	50.9	37.8	47.4	52.0	45.6
6	37.6	48.4	35.8	45.5	50.1	44.8
Total 1-6	39.2	56.4	40.5	46.2	53.5	45.7
No. Tested 1-6	22287	22863	23308	22287	22863	23308
7	39.8	51.3	37.0	46.2	51.0	44.2
8	37.9	49.7	41.0	45.6	50.3	46.2
Total 7-8	38.8	50.5	38.9	45.9	50.7	45.2
No. Tested 7-8	6313	6228	6251	6313	6228	6251
Total 1-8	39.1	55.2	40.2	46.1	52.6	45.5
No. Tested 1-8	28600	29091	29559	28600	29091	29559
9*	--	47.0	34.5	--	49.7	43.3
10*	—	44.5	39.4	--	49.5	44.9
11*	--	50.8	43.2	--	51.0	47.9
Total 9-11	--	47.2	38.6	--	50.0	45.2
No. Tested 9-11	--	7793	7788	--	7793	7788
Total 1-11	--	53.5	39.8	--	52.3	45.5
No. Tested 1-11	--	36884	37347	--	36884	37347

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*Not administered.

PR&E/6/9/88

Table 1a. Word Analysis. Percent of Students At and Above Norm and Average NCE By Grade, 1981, 1987, and 1988.

Grade	1981* % At & Abv.	1987* % At & Abv.	1988 % At & Abv.	1981* Avg. NCE	1987* Avg. NCE	1988 Avg. NCE
1	--	--	48.0	--	--	50.0
2	--	--	45.6	--	--	48.7
3	--	--	44.2	--	--	48.7
Total 1-3	--	--	46.1	--	--	49.2
No. Tested 1-3	--	--	13313	--	--	13313

*Not administered.
PR&E/7/11/88

Table 2. Mathematics. Percent of Students At and Above Norm and Average NCE By Grade, 1981, 1987, and 1988.

Grade	1981 % At & Abv.	1987 % At & Abv.	1988 % At & Abv.	1981 Avg. NCE	1987 Avg. NCE	1988 Avg. NCE
1	44.3	66.6	46.4	46.6	56.9	47.3
2	46.8	69.8	46.1	48.0	57.6	47.3
3	36.0	65.3	46.9	43.2	57.3	49.0
4	38.7	57.9	47.0	45.7	55.4	49.5
5	42.3	55.6	44.3	47.5	53.4	47.6
6	45.1	57.4	47.6	49.6	54.6	49.8
Total 1-6	42.2	62.8	46.4	46.7	56.0	48.3
No. Tested 1-6	22197	22944	23344	22197	22944	23344
7	44.3	57.4	38.6	48.0	54.4	45.1
8	41.1	53.0	36.9	47.3	51.7	44.2
Total 7-8	42.7	55.3	37.8	47.7	53.0	44.7
No. Tested 7-8	6094	6129	6300	6094	6129	6300
Total 1-8	42.3	61.2	44.6	46.9	55.4	47.5
No. Tested 1-8	28291	29073	29644	28291	29073	29644
9*	--	44.4	27.5	--	49.8	40.5
10*	--	44.6	35.0	--	49.6	43.6
11*	--	51.7	39.8	--	52.0	46.2
Total 9-11	--	46.5	33.5	--	50.3	43.2
No. Tested 9-11	--	7891	7579	--	7891	7579
Total 1-11	--	58.1	42.3	--	54.3	46.7
No. Tested 1-11	--	36964	37223	--	36964	37223

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*Not administered.

PR&E/6/13/88

Table 3. Language. Percent of Students At and Above Norm and Average NCE By Grade, 1981, 1987, and 1988.

Grade	1981* % At & Abv.	1987* % At & Abv.	1988 % At & Abv.	1981* Avg. NCE	1987* Avg. NCE	1988 Avg. NCE
1	--	--	40.1**	--	--	47.9**
2	--	--	42.4	--	--	46.7
3	--	--	40.7	--	--	47.2
4	--	--	39.2	--	--	45.6
5	--	--	35.5	--	--	44.4
6	--	--	37.6	--	--	44.9
Total 1-6	--	--	39.5	--	--	46.3
No. Tested 1-6	--	--	23245	--	--	23245
7	--	--	35.3	--	--	43.9
8	--	--	35.0	--	--	43.5
Total 7-8	--	--	35.1	--	--	43.7
No. Tested 7-8	--	--	6203	--	--	6203
Total 1-8	--	--	38.6	--	--	45.8
No. Tested 1-8	--	--	29448	--	--	29448
9	--	--	28.2	--	--	40.4
10	--	--	28.7	--	--	41.6
11	--	--	33.6	--	--	43.5
Total 9-11	--	--	30.0	--	--	41.7
No. Tested 9-11	--	--	7818	--	--	7818
Total 1-11	--	--	36.8	--	--	44.9
No. Tested 1-11	--	--	37266	--	--	37266

*Not administered.

**Language Expression is the only language test offered at grade 1; remaining grades (2-11) include both Language Expression and Language Mechanics.

PR&E/Revised 7/14/88

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1988, Cincinnati Public Schools.

	READING		LANGUAGE		MATHEMATICS	
	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm
	1988		1988		1988	
Elementary						
Anderson Place	568	45.8	566	37.6	568	49.1
Bond Hill	387	31.3	387	29.7	385	30.1
Bramble	303	43.6	305	40.7	304	46.1
Burton	404	31.7	408	27.9	408	39.5
CAPE Primary at Winton Terrace	376	42.6	376	46.3	379	53.0
Carson	407	51.1	409	53.8	407	57.0
Carthage	288	42.7	288	43.8	287	51.6
CBA/AWL at Sawyer	560	61.1	560	61.3	616	57.0
Central Fairmount	468	34.2	466	31.5	468	47.0
Chase	799	25.5	800	20.5	792	29.0
Cheviot	317	39.4	316	33.5	318	45.6
Clifton	487	50.5	484	46.1	504	47.6
College Hill	411	49.6	406	48.0	409	55.5
Covedale	474	61.0	472	62.7	473	65.5
Douglass	513	29.0	512	28.3	502	29.1
Eastern Hills	566	35.2	563	32.9	567	36.5
Fairview	437	71.9	437	69.3	438	72.1
Hartwell	411	43.6	408	48.5	410	49.0
Hays	261	14.6	262	18.7	261	29.1
Heberle	473	19.0	474	18.1	494	38.3
Heinold	392	24.5	391	17.1	387	34.1
Hoffman	281	30.2	281	32.4	280	41.4
Hyde Park	272	48.2	272	41.5	271	58.7
Kilgour	341	66.0	340	62.6	340	67.9
Kirby Road	401	35.2	403	28.3	401	33.7
Linwood	259	49.4	259	61.0	259	56.8
Losantiville	228	60.5	205	69.8	228	69.7
McKinley	207	24.2	206	22.3	207	27.1
Midway	391	49.9	390	56.9	391	63.9
Millvale	234	16.2	234	15.4	233	25.8

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1988, Cincinnati Public Schools.

	READING		LANGUAGE		MATHEMATICS	
	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm
	1988		1988		1988	
Elementary						
Mt. Airy	491	45.2	487	42.1	488	46.3
Mt. Washington	448	62.5	446	58.3	447	61.1
North Avondale	409	68.9	408	63.5	407	70.0
North Fairmount	317	25.2	313	21.7	316	30.4
Oyler	416	15.1	418	14.4	421	22.6
Parham	366	28.1	363	25.9	363	33.3
Pleasant Hill	516	41.5	516	37.6	519	36.8
Pleasant Ridge	465	44.5	464	43.8	464	50.6
Quebec Heights	650	36.2	655	34.2	654	49.2
Rockdale	556	29.1	553	29.1	554	27.6
Roll Hill	325	33.2	323	35.3	320	37.2
Roosevelt	317	17.0	317	17.7	318	32.4
Roselawn/Condon	586	64.0	584	68.5	585	67.5
Rothenberg	329	12.8	339	12.7	327	19.0
Sands	526	63.9	526	64.6	524	69.7
Sayler Park	422	48.8	420	47.9	419	67.1
Schiel-Primary School for Arts Enrichment	265	57.7	263	56.3	264	48.1
Silverton	369	42.3	366	46.2	366	51.9
South Avondale	343	33.8	341	38.7	342	47.7
Swifton	284	42.3	285	41.1	285	46.7
Taft Elementary	307	30.6	288	29.2	308	39.3
Vine	193	25.4	194	23.7	194	32.0
Washburn	414	38.4	417	42.9	406	46.6
Washington Park	433	22.4	431	20.4	433	20.1
Westwood	448	47.1	446	46.9	449	53.7
Whittier	581	35.6	582	36.1	580	50.2
Windsor	279	29.4	280	25.4	280	39.6
Winton Place	381	18.9	381	13.6	384	22.1
Woodford	289	70.9	290	74.1	290	79.7

Revised 7/14/88

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1988, Cincinnati Public Schools.

	READING		LANGUAGE		MATHEMATICS	
	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm	Number of Pupils Tested	% At & Above Nat'l. Norm
	1988		1988		1988	
Junior/Middle						
Bloom	328	13.1	321	12.1	326	18.1
Crest Hills	415	20.5	413	16.9	413	22.0
Dater	699	38.9	701	34.7	689	40.1
Gamble	466	31.3	461	31.2	465	30.8
Merry	391	14.1	381	11.5	416	23.6
Peoples	654	27.5	650	20.8	650	20.0
Porter	209	16.7	206	17.5	208	21.6
Roberts	517	25.5	522	22.4	514	19.3
Schwab	523	26.6	505	19.6	555	16.0
Shroder	308	38.0	307	33.6	306	35.3
Senior						
Aiken	817	26.1	855	14.3	874	18.0
CAPE	816	23.2	813	18.1	816	23.4
Hughes	699	20.2	717	11.0	683	14.1
SCPA	925	72.2	918	65.3	913	68.8
Taft	567	13.2	575	7.7	566	12.0
Walnut Hills	1663	97.3	1695	92.4	1688	94.6
Western Hills	1461	35.5	1440	25.8	1426	30.6
Withrow	1335	30.4	1343	19.2	1265	20.5
Woodward/Camas	913	28.4	867	19.2	756	32.8

PR&E/7/11/88

TABLE 5. CALIFORNIA ACHIEVEMENT TESTS, PERCENT OF STUDENTS SCORES GROUPED BY NATIONAL NORM AS "ABOVE AVERAGE," "AVERAGE," AND "BELOW AVERAGE," CINCINNATI PUBLIC SCHOOLS, 1988

READING

	NAT'L. NORM	GRADE											TOTAL 1-11
		1	2	3	4	5	6	7	8	9	10	11	
ABOVE AVERAGE	23%	20%	15%	15%	14%	13%	13%	12%	17%	13%	17%	21%	15%
AVERAGE	54	47	57	59	60	60	58	58	55	52	50	52	55
BELOW AVERAGE	23	34	28	26	26	27	29	30	29	36	33	28	30

MATHEMATICS

	NAT'L. NORM	GRADE											TOTAL 1-11
		1	2	3	4	5	6	7	8	9	10	11	
ABOVE AVERAGE	23%	22%	22%	22%	20%	17%	20%	13%	15%	10%	14%	19%	18%
AVERAGE	54	48	48	52	57	57	57	57	50	48	50	49	52
BELOW AVERAGE	23	31	31	27	23	27	23	30	36	42	36	32	30

LANGUAGE

	NAT'L. NORM	GRADE											TOTAL 1-11
		1	2	3	4	5	6	7	8	9	10	11	
ABOVE AVERAGE	23%	20%	19%	18%	15%	14%	13%	11%	13%	10%	11%	14%	15%
AVERAGE	54	55	52	54	58	54	58	57	53	50	52	51	54
BELOW AVERAGE	23	25	29	28	28	33	30	32	34	40	38	35	31

Planning,
Research &
Evaluation Branch

COLLEGE-RELATED TESTING PROGRAMS

1987-88

By Joseph F. Gastright, Ed.D.
Testing Section Head
Planning, Research and Evaluation

October, 1988

Cincinnati Public Schools
Office of the Superintendent

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ABSTRACT

Results from the two major college entrance examinations; the Scholastic Aptitude Test (SAT), and American College Test (ACT), are presented in this report.

The SAT results for Cincinnati Public School students were 14 points below the National Average on the Verbal Test (414 versus 428) and 23 points below the National Average on the Mathematics test (453 versus 476). The 1988 scores were slightly lower than the 1987 scores on both the verbal test (414 versus 422) and on the mathematics test (453 versus 455). Verbal scores in the national sample declined on the verbal test from 430 to 428 while mathematics scores remained unchanged at 476. For the second straight year, there was a substantial increase in the number of students taking the SAT test (781 versus 711).

The composite score on the ACT test decreased slightly from 15.8 in 1987 to 15.4 in 1988. In contrast, the national average showed a small increase from 18.7 to 18.8. The number of students electing to take the ACT test increased from 571 in 1987 to 587 in 1988.

Background information supplied by the testing organizations confirm that higher percentages of Cincinnati Public School students have family incomes below $30,000 and fewer local students have family incomes above $50,000 then are found in the national sample.

COLLEGE-RELATED TESTING PROGRAMS 1987-88

Introduction

Each year, students in the Cincinnati Public Schools take tests for college entrance and placement. The agencies sponsoring these tests provide summary data of the results and descriptive information that are gathered at the time of testing. These data allow comparisons of Cincinnati students to other students nationwide who have taken part in these testing programs. These results are not "nationally normed" in the sense of carefully controlled data collection to portray grade or age level performance. They are data of those students who elect to take the testing programs as part of the matriculation procedures between high school and college.

The summaries that follow, report 1987-88 data of:

1. College entrance and placement tests
   - A. Scholastic Aptitude Test (SAT)
   - B. American College Test (ACT)

College Entrance and Placement Tests

For purposes of college entrance and placement there are two major tests, the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB), and the American College Test (ACT) of the American College Testing Program.

The CEEB was organized at Columbia University in November, 1900. Its admission test, the SAT, is used nationwide but tends to be required by many eastern colleges and by private colleges and universities. The National Merit Scholarship Program also uses the SAT in its qualification procedures. In

1929, the results of the SAT were first reported in terms of verbal and mathematical aptitude; this format still continues. The cost of the SAT, paid by the student is $12.00.

The American College Testing Program was founded in 1959. Its national office is in Iowa City, Iowa. Its test, the ACT, is also used nationwide with a tendency to be used more by public colleges and universities and by schools located in midwestern, southern, and western regions of the country. The ACT cost is $10.50 paid by the student.

There are a number of colleges which will accept either the SAT or ACT for entrance or placement purposes. However, it is not uncommon for student applying to two colleges to find it necessary to take both tests. In 1988, the Cincinnati Public Schools graduated 2,344 students,* an increase of 115 students from 1987. Reports from the College Entrance Examination Board and the American College Testing Program show that 1,369 tests were taken by members of the class of 1988. The amount of duplicate testing (students taking both tests) is not known; however, it is clear that there is substantial overlap in the individual students taking the two tests.

RESULTS

The Scholastic Aptitude Test (SAT). The results of the SAT are reported on a scale ranging from 200 to 800. Each year, a number of different forms of the SAT are administered. Table 1 summarizes SAT results for the past twelve years. The College Board reported that 787 Cincinnati Public School seniors took the SAT in 1987. This was an increase of 76 students from the previous year. The number of students taking the SAT test increased dramatically for the second straight year. The total number taking the test was at an all time high despite a general downward trend in the size of graduating classes. The SAT results for Cincinnati Public School students were 14 points below the

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* Figure does not include summer school graduates.

National Average on the Verbal Test (414 versus 428) and 23 points below the National Average on the Mathematics Test (453 versus 476). The SAT verbal scores in Cincinnati were slightly lower than last year (8 points), and slightly lower in the nation (2 points). The SAT mathematics scores were also slightly lower than last year (2 points) while the national scores did not change.

The small decrease in both the verbal and mathematics tests are consistent with the relatively large increase in the number of students tested. A number of the high schools in the system are systematically encouraging and preparing disadvantaged and minority students to take the test. It is not surprising that this pool of previously untested students scored somewhat lower on the test.

TABLE 1. Average Verbal and Mathematical Scores for Seniors Taking the SAT, Cincinnati Public Schools, 1976-77 to 1987-88.

		Verbal		Mathematical	
Year	Number of Cincinnati Students Tested	Cincinnati Average	National Average	Cincinnati Average	National Average
1976-77	724	447	429	483	470
1977-78	627	452	429	473	468
1978-79	583	450	427	477	467
1979-80	473	451	424	480	466
1980-81	522	441	424	469	466
1981-82	589	449	426	465	467
1982-83	505	454	425	482	468
1983-84	466	432	426	468	471
1984-85	583	428	431	462	475
1985-86	560	436	431	463	475
1986-87	711	422	430	455	476
1987-88	787	414	428	453	476

Table 2 reports the educational goals reported by the students at the time they took the SAT. National data are also provided.

TABLE 2. Degree-Level Goals of Seniors Taking the SAT, Cincinnati Public Schools, 1987-88.

Degree-Level	Cincinnati Percent Responding	National Percent Responding
Two-Year Training	1%	2%
Associate in Art Degree	2	2
BA or BS Degree	26	30
MA or MS Degree	32	27
MD, Ph.D., or other professional	21	18
Other	1	1
Undecided	17	21
Total Number of Students Responding	739	1,032,562

Cincinnati students taking the SAT aspired to more years of advance education than did students from across the country. Approximately 53 percent of Cincinnati students anticipated graduate work as compared to 45 percent for the national group.

Table 3 displays the estimated annual parental income reported by students at the time of testing. National data are also given for comparison.

TABLE 3. Estimated Annual Parental Income for Seniors Taking the SAT Cincinnati Public Schools, 1987-88.

Income	Cincinnati Percent Responding	National Percent Responding
Less than 10,000	10%	5%
10,000-20,000	19	13
20,000-30,000	18	17
30,000-40,000	18	20
40,000-50,000	11	14
50,000-60,000	10	10
60,000-70,000	5	6
70,000 or more	10	15
Total Number of Students Responding	718	971,677
No Response	69	162,687

There is a difference in the pattern of reported parental income for Cincinnati and the National data. Almost half (47%) of Cincinnati Public Schools' students come from families having income of less than $30,000, while nationally only 35% of the students responding came from families with incomes less than $30,000. On the high end of the income scale ($50,000 and up), the discrepancy between Cincinnati students and their nation's counterparts, was not quite as large (25% versus 31%).

In summary, Cincinnati student's family incomes were significantly lower than those reported nationally and many more students in Cincinnati come from families with incomes less than $30,000.

The American College Test (ACT). The results of the ACT are reported on a standard scale score that ranges from 1 to 36. Each year, a number of different forms of the ACT are administered. The 1987-88 test consisted of English, math, social studies and natural sciences.

In the 1987-88 school year, the American College Testing Program reported that 582 Cincinnati Public School students took the ACT. This was an increase of 11 students from the previous year. Their average composite score was 15.4 which was 0.4 lower than the scores received in 1987. The National composite scores increased by 0.1 from 18.7 to 18.8. Table 4 reports ACT average scores for the past twelve years.

TABLE 4. Average Composite Score for Students Taking the ACT, Cincinnati Public Schools, 1976-77 to 1987-88.

Year	Number Cincinnati Students	ACT Composite Score	
		Cincinnati Average	National Average
1976-77	706	15.8	18.3
1977-78	702	15.1	18.5
1978-79	746	15.6	18.6
1979-80	657	15.0	18.5
1980-81	697	14.7	18.5
1981-82	597	15.1	18.4
1982-83	577	14.8	18.8
1983-84	557	15.1	18.5
1984-85	559	14.7	18.6
1985-86	500	15.4	18.8
1986-87	571	15.8	18.7
1987-88	582	15.4	18.8

Across the years, there has been a general downward trend in the number of students taking the ACT test. The average score of Cincinnati students has been fairly stable over time and it has been lower than the national sample. The small decline in ACT scores from last year could not be due to an increase in the number of students taking the test. Analysis of the pattern of scores by schools does show that the number of students taking the test has decreased in schools with generally high ACT scores and increased in schools with generally low ACT scores.

Table 5 reports the educational degree aspirations stated by students at the time they took the ACT. National data are given.

TABLE 5. Educational Degree Aspirations of Students Taking the ACT, Cincinnati Public Schools, 1987-88.

Degree Aspirations	Cincinnati Percent Responding	National Percent Responding
Vocational or Technical Program	1%	2%
Two-Year College Degree	8	8
Bachelor's Degree	36	42
1 or 2 Year Graduate Study	18	18
Professional Degree Ph.D., M.D., etc.	35	27
Other	3	3
Number of Students Responding	546	793,672

Cincinnati students taking the ACT aspired to about the same amount of years of formal education as the ACT national sample. Slightly more of Cincinnati students anticipated work beyond the Bachelor's degree than did the national sample.

Table 6 gives the estimated family income as reported by the students when they took the ACT. Data from ACT national sample are also given.

Cincinnati students taking the ACT reported a pattern of much lower family income than did the national sample. Thirty-five percent of Cincinnati students reported family incomes under $18,000. In comparison, only 20% of the national sample reported family incomes below $18,000. At the other end of the income distribution, 12% of the local students reported family income over $50,000 compared to 20% in the national sample.

TABLE 6. Estimated Family Income for Students Taking the ACT, Cincinnati Public Schools, 1987-88.

Family Income	Cincinnati Percent	National Percent
Less than $ 6,000	12%	4%
$6,000 to 11,999	11	7
12,000 to 17,999	12	9
18,000 to 23,999	13	11
24,000 to 29,999	13	12
30,000 to 35,999	9	13
36,000 to 41,999	6	10
42,000 to 49,999	5	9
50,000 to 59,999	4	8
60,000 and over	8	12
Number of Students Responding	513	740,247

Students in Cincinnati who took the ACT test reported lower incomes and lower educational aspirations than students who took the SAT test. This was consistent with their generally lower test performance compared to the national results. The best prepared local students were more likely to take the SAT test than the ACT test.

SUMMARY

The number of students taking the SAT and ACT test increased significantly for the second consecutive year. The increase is due in large part to school by school efforts to encourage qualified disadvantaged and minority students to continue their education in a two or four year college.

There were small declines in the average verbal and mathematics scores on the SAT and on the composite scores on the ACT.

Cincinnati Public School students who take the college entrance examinations continue to have higher aspirations for the amount of post-secondary education then do the national populations. They also are more likely to report family incomes below $30,000 and are less likely to report incomes above $50,000.

Approved by:
Bernard Barbadora, Ph.D.
Director, Planning, Research and Evaluation

APPENDIX G

ECIA CHAPTER II PROJECT EVALUATION REPORT

PROGRAM TITLE: MINORITY ACCELERATION PROGRAM

SCHOOL: WALNUT HILLS

****

I. NATURE OF THE PROGRAM:

The Minority Acceleration Program attempted to identify and serve seventh grade students who, on the basis of previous performance, were at risk of not experiencing success at Walnut Hills. Students selected for participation were provided with additional support designed to guarantee their success. Teacher advisors were assigned to work daily with M.A.P. participants on study and organizational skills. In areas where the students were experiencing academic difficulties, tutoring was provided. Parents were informed of their child's progress on a regular basis.

The goal of the Minority Acceleration Program was to reduce the attrition rate from grade 7 to 8 at Walnut Hills. The specific objective of the M.A.P. program was to ensure that at least 75 percent of the M.A.P. participants would be promoted to grade 8.

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II. BASIC DATA:

1. GRADE LEVEL(S) SERVED 7th
2. NUMBER OF STUDENTS SERVED 26
   (BM=38%) (BF=23%)
   (WM=27%) (WF=8%) (OM=4%)
3. COST OF PROGRAM Approximately $14,500
4. PROGRAM COST PER PUPIL SERVED $558.80

****

III. MAJOR PROGRAM ACTIVITIES:

Five teachers were selected to serve as tutor/advisers. Students were identified for participation through teacher nomination, interviews, and parental consent. Advisers assisted students in the development of study and organizational skills. An average of 112 tutoring sessions were held for each M.A.P. participant. Advisers also established regular telephone contact with parents, averaging nine parental contacts. They also acted as liaisons with other faculty members in support of advisees. Peer tutors were selected from upper class minority and other students to work with project students.

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IV. KEY EVALUATION STRATEGIES AND FINDINGS:

Every aspect of this program was carefully monitored. Surveys were given to parents, teachers, and students to assess the benefits of M.A.P. participation. Comparisons of grade point averages and attendance rates were made quarterly between M.A.P. students and a comparison group of similar students.

An attempt was made to assign students to a comparison group who matched the M.A.P. participants as nearly as possible on factors including race, sex, I.Q., math, and reading stanines. It should be noted, however, that the students who were placed in the treatment group were identified as being at higher risk than students in the comparison group on the basis of first quarter interim failure reports.

The mean initial score on the S.C.P.P. for students in the M.A.P. group was a 202, whereas the mean score for students in the comparison group was a 200. A student cannot qualify for admittance to Walnut Hills with a score below 190. The records show that 12 percent of the students in the M.A.P. group and 41 percent of the students in the control group did not qualify for admittance to Walnut Hills on the basis of their initial S.C.P.P. score, and gained admission by earning a satisfactory score on a follow-up test.

Grades in Academic Courses

Grade point averages were computed using a 14-point scale on the four core academic courses: Latin, English, Pre-algebra, and Ohio Studies. The weighted average for the year was in the F+ range for the treatment group and the D- range for the comparison group (see Table 1).

Table 1. Summary of Grades by Project Students, 1987-88.

	Grade Point Averages by Group*	
Quarter	Treatment	Comparison
1	2.7 (D-)	3.4 (D-)
2	2.2 (F+)	3.2 (D-)
3	2.1 (F+)	2.8 (D-)
4	2.2 (F+)	2.5 (D-)
Year	2.2 (F+)	2.9 (D-)

*Grade point averages were determined on a 14 point scale with an average of 14 being a grade of A+.

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

Attendance

There was little difference between the groups on days of absence. Students from the comparison group averaged approximately one more day of absence for the year (see Table 2).

Table 2. Attendance Rates for Project Students, 1987-88.

	Number of Days Absent	
Quarter	Treatment	Comparison
1	1.1	1.8
2	2.4	2.7
3	3.6	3.1
4	4.7	5.4
Year	11.8	13.0

Survey Results

Students in both groups were given a survey to assess their attitudes toward homework, support for their efforts, self-confidence, and school and stress factors. Survey items were rated on a four-point scale (1=strong disagreement, 4=strong agreement). M.A.P. participants gave a mean rating of 2.7 to the item "I´m glad I was selected to participate in M.A.P." The M.A.P. group gave lower ratings than the comparison group to nearly every item related to the student´s perception of support for his or her efforts. They were much less likely to identify a counselor, teacher, or other adult who was supportive and believed that they were special. Both groups gave a higher rating to the item "I like Walnut Hills" than to the item "I have always liked school."

Parents of M.A.P. participants were vital team members. Teacher advisers averaged nine contacts with each parent. A questionnaire indicated that parents were very positive about their child´s participation in M.A.P. They also stated that they monitored homework assignments and gave recognition for school accomplishments. Parents felt that they had been kept informed of their child´s progress and that they were free to contact the M.A.P. teacher.

A survey was given to teacher advisers at the end of the year. Survey items were rated on a four-point scale (1=strong disagreement, 4-strong agreement). A comparison of the survey results with those from the previous year indicated that there

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

were large differences on two items. A mean rating of 2.0 vs. 2.9 in 1987 was given to the item "Working with M.A.P. students was more rewarding than frustrating for me." Two teachers out of five wrote that they were "undecided" when asked whether or not the program should continue next year. This is in contrast to the previous year when all teachers thought the program should be continued.

Teacher advisers expressed many frustrations. It was their belief that the majority of M.A.P. participants confronted a variety of problems in their personal lives. Teachers felt that they had limited control of these factors, and that the academic difficulty experienced by the students was only one of many contributing causes of their eventual failure.

Students participated in an average of 112 tutoring sessions during the year. Teacher advisers also served as advocates for advisees by scheduling an average of five conferences with other faculty members for each advisee.

End-of-Year Status for Project Students

The first objective of the Minority Acceleration Program would have been accomplished if 75 percent of the target group were eligible to return to Walnut Hills for grade 8. A student who fails three or more subjects is not eligible to return. It can be seen from the data in Table 3 that 12 percent of the students were promoted, which does not meet the standard set forth in the objective.

Table 3. Summary of End-of-Year Status for Project Students, 1987-88.

	Number and Percentage of Students by Type of Status			
	Treatment		Comparison	
	N	%	N	%
Promoted to Grade 8	3	12%	2	9%
Failed - Ineligible to Return	14	54	9	41
Failed - Promotion Possible with Summer School	8	30	7	32
Transferred Out	1	4	4	18
Total	26	100%	22	100%

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

It should be noted that eight students in the treatment group and seven students in the comparison group are attending summer school and may qualify for promotion following successful completion of the summer session. If all students attending summer school are successful and thus promoted, 42 percent of the treatment group and 41 percent of the comparison group would be eligible to return to Walnut Hills in grade 8. However, even this revised figure does not reflect successful accomplishment of the project objective.

Status by Race

The program design also attempted to reduce the discrepancy in attrition rates beween black and white students. A summary of the end-of-school year status by race is shown in Table 4.

Table 4. Summary of End-of-School Year Status for Project Students, by Race, 1987-88.

	Number and Percentage of Students by Type of Status							
	Treatment				Comparison			
	Black		White		Black		White	
	N	%	N	%	N	%	N	%
Promoted to Grade 8	1	6%	2	20%	1	7%	1	12%
Failed - Ineligible to Return	9	56	5	50	7	50	2	25
Failed - Promotion Possible with Summer School	5	31	3	30	4	29	3	38
Transferred Out	1	6	0	0	2	14	2	25
Total	16	100%	10	100%	14	100%	8	100%

As can be seen from the data in Table 4, one of the black students and two of the white students in the target group were promoted. Five black students and three white students are currently attending summer school. If all of the black students complete summer school successfully, 37 percent of the black students and 50 percent of the white students in the treatment group will be eligible to return to Walnut Hills. Thus, the project objective stating that there would be no difference in the attrition rate between black and white students was not fully accomplished, but the actual differences are relatively small.

****

V. CONCLUSIONS AND RECOMMENDATIONS:

An analysis and review of the data suggest that the objectives of the Minority Acceleration Program, as outlined in the project proposal, were not met. As of this writing, only 12 percent of the treatment group has been promoted. This figure is likely to be revised to approximately 42 percent after summer school, but it still falls short of the goal of a 75 percent promotion rate.

On nearly every indicator, the treatment was not as effective as it had been the previous year. Fewer students were promoted, more students were assigned to summer school, and a higher percentage of both black and white students experienced academic difficulties. Teachers were less likely to recommend that the program be continued, yet parents and students continued to give positive ratings to survey items related to M.A.P. participation and continuation.

Based on a recommendation of the Steering Committee, every effort was made to identify students at risk on the basis of SCPP scores, elementary teacher recommendations, and transcripts, so that intervention and support could be provided at an earlier date. The results indicated that a student's past performance was a good prediction of his future success at Walnut Hills.

If this program is to be continued, it is recommended that the Steering Committee be reconvened to study these findings. Despite what is clearly a significant intervention strategy, success was not achieved in meeting the stated project objectives.

Since many of the teacher advisers reported that the academic difficulties experienced by some of the M.A.P. participants were but one symptom of the many challenges faced by these students, it may be necessary for counselors to play a more active role in the intervention. Perhaps a mentor from the business community could be assigned to each student to provide encouragement and support on a regular basis, since M.A.P. participants consistently gave lower ratings to items in this category than did students in the comparison group. Teachers may benefit from inservice training related to the developmental needs and limitations of the middle school student. There needs to be a smoother transition from the elementary school environment to the high school environment encountered by 7th grade students at Walnut Hills.

MINORITY ACCELERATION PROGRAM

Addendum

During the 1986-87 school year, the M.A.P. program served 33 students. Of that number, 14 remained at Walnut Hills for grade 8. Since these students had successfully completed grade 7 with the support of M.A.P., I decided to try to see whether the M.A.P. intervention provided long-term benefits.

Grade point averages were computed using a 14-point scale on the five core academic subjects: Latin, English, Algebra, Science, and American History. The mean grade point average was a 3.5, which is roughly equivalent to a "D" average. A summary of the end-of-school year status is shown in the table.

Summary of End-of-School Year Status for Project Students, 1987-88.

	N	%
Promoted to Grade 9	5	36
Promotion Possible with Summer School	5	36
Failed	4	28

Based on these results, it can only be concluded that the M.A.P. intervention provided limited long-term benefits for M.A.P. participants. As of this writing, only 15% of the original treatment group are eligible to return to Walnut Hills for grade 9. If all of the 8th grade students assigned to summer school complete it successfully, this figure will be revised to 30%.

APPENDIX H

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	SEX AND RACE							AGE								GRADE						
	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
SENIOR																						
AIKEN (9-12)	277	98	-0-	87	27	-0-	489				27	73	161	134	94				218	110	81	80
CAPE (7-12)	262	120	-0-	98	40	-0-	520		47	90	91	113	94	67	18		144	75	132	85	62	22
HUGHES (9-12)	426	29	-0-	247	7	-0-	709				56	216	212	130	95				433	149	92	35
SCPA (7-12)	57	20	2	32	10	-0-	121	1	12	1	31	18	21	14	9		27	15	31	16	15	17
TAFT (9-12)	133	24	-0-	43	15	-0-	215				13	73	59	53	17				109	52	45	9
WALNUT HILLS (7-12)	60	108	3	35	65	2	273	1	26	53	40	41	28	64	20		41	58	40	25	35	74
WESTERN HILLS (9-12)	320	205	-0-	161	65	1	752				48	165	249	197	93				285	186	207	74
WITHROW (9-12)	650	140	17	275	88	1	1171			2	109	304	322	307	128				447	305	276	143
WOODWARD (7-12)	260	54	-0-	146	15	-0-	475		16	27	67	83	124	101	57		37	44	144	125	71	54
TOTAL	2445	798	22	1124	332	4	4725	2	101	187	481	1086	1270	1067	531		249	192	1839	1053	884	508
JR.-MIDDLE																						
BLOOM (7-8)	66	6	-0-	52	-0-	-0-	124		19	45	37	20	3				64	60				
C.B.A. (6-8)	17	1	-0-	12	-0-	-0-	30	10	9	5	6					19	2	9				
CREST HILLS (7-8)	62	7	1	27	8	-0-	105		3	23	40	26	13				55	50				
DATER (7-9)	82	148	-0-	47	39	-0-	316		41	64	105	61	40	4	1		154	85	77			
E.HILLS (7-8)	20	34	-0-	29	16	-0-	99		17	33	32	14	3				52	47				
GAMBLE (6-8)	155	59	-0-	90	22	-0-	326		20	97	122	81	6				138	188				
HEINOLD (7-8)	24	17	-0-	31	24	-0-	96		10	29	36	20	1				38	58				
MERRY (7-8)	168	6	-0-	42	-0-	-0-	216		23	57	91	39	6				94	122				
PEOPLES (7-8)	151	76	1	139	46	1	414		43	99	160	98	14				159	255				
PORTER (7-8)	26	53	-0-	18	14	-0-	111		8	46	40	16	1				53	58				
ROBERTS (7-9)	75	403	-0-	18	161	-0-	657		35	107	221	194	90	10			251	209	197			
ROSELAWN (7-8)	17	8	-0-	14	-0-	-0-	39		8	17	12	2					17	22				
SCHWAB (7-8)	162	91	-0-	109	48	-0-	410		53	160	130	62	5				183	227				
SHRODER-PAIDEIA (7-9)	66	23	-0-	36	7	-0-	132		24	38	35	26	9				59	40	33			
TOTAL	1091	932	2	664	385	1	3075	10	313	820	1067	659	191	14	1	19	1319	1430	307			
GUILFORD	1	2					3				1		2				2	1				
McMILLAN	10	4		13	1		28			2		13	10	3			2		24	2		
GRAND TOTAL	3547	1736	24	1801	718	5	7831	12	414	1009	1549	1758	1473	1084	532	19	1572	1623	2170	1055	884	508

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	4	104	3	57	10	4			29	30	18	15	1	181	2	15		1		1			1	10		2	1
CAPE (7-12)	10	137	2	102	2	6			35	14	11	1		181	9	2							1	7			
HUGHES (9-12)	11	97	3	117	4		3		17	6	7	8	4	388	2	22	1	2					3	12		2	
SCPA (7-12)	3	7		30	11				5	4	16			39	4			1						1			
TAFT (9-12)	3	23	1	35		1	1		9	9	5	5		114	1			1						7			
WALNUT HILLS (7-12)	2	14	2	37	17	2			3	27	6		1	141	6	4	1	1					1	5		1	3
WESTERN HILLS (9-12)	8	68		115	18				34	6	26	11	2	437	2	16							1	3	3		2
WITHROW (9-12)	2	139		73	14	5	2		154	32	8	13	1	703	5	9	1						1	8		1	
WOODWARD (7-12)	2	22		81	7	4	3		41		16	7	2	259	2	7	3	1					1	14		3	
TOTAL	45	611	11	647	83	22	9		327	128	113	60	11	2443	33	75	5	7		1			9	67	3	9	6
JR.-MIDDLE																											
BLOOM (7-8)	1	13		48					13	6	5			36										2			
C.B.A. (6-8)	2	14		8										2										1		3	
CREST HILLS (7-8)	6	22		39					9		5			14						2			1	6		1	
DATER (7-9)	5	110		79	1				27	11	6		1	64	2	7								3			
E. HILLS (7-8)		6		36					11	5	3	1		35		1								1			
GAMBLE (6-8)	2	35		87					2	5		1		183		1		2						8			
HEINOLD (7-8)	1	15		22					4	1	9		2	41										1			
MERRY (7-8)	1	52		78					5	3	3	3	2	58	1	3							1	6			
PEOPLES (7-8)	2	151		91	2		4		39	20	6	4	1	75	5	4											
PORTER (7-8)	1	18		37	2				8				1	42						1			3	5	2		1
ROBERTS (7-9)	3	113		75	2	1			38	79	37		2	292	7	3	2						1	2			
ROSELAWN (7-8)		7		11						1	1			8	10											1	
SCHWAB (7-8)	6	145	1	72		2			32	6	16	3		108	1	10					1			4		3	
SHRODER-PAIDEIA (7-9)	2	31		64		2			11	2	3			17													
TOTAL	32	732	1	747	7	5	4		199	139	94	12	9	975	26	29	2	2		3	1		6	39	2	8	1
GUILFORD		2																					1				
McMILLAN	1	5	3	2	4				1					10										2			
GRAND TOTAL	78	1350	15	1396	94	27	13		527	267	207	72	20	3428	59	104	7	9		4	1		16	108	5	17	7

H-2

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ANDERSON PLACE	16	9	-0-	12	3	-0-	40			1	1	8	11	10	5	4			1	2	18	9	10
ACAD.WLD.LANG(K-5)	6	1	1	1	-0-	-0-	9	1		2		1		2	2		2		3				4
BOND HILL	14	1	-0-	13	-0-	-0-	28				2	5	2	9	8	2			1	4	4	1	18
BRAMBLE	23	4	-0-	4	-0-	-0-	31			4	4	6	8	4	5			3	5	8	6	1	8
BURTON	34	-0-	-0-	12	-0-	-0-	46				3	2	16	14	6	5			3	1	11	16	15
CAPE (K-6)	55	21	-0-	18	-0-	-0-	94		1	2	1	5	22	33	22	8	1		3	4	12	27	47
CARSON	6	13	-0-	-0-	-0-	-0-	19					1	3	3	9	3				1	3	6	9
CARTHAGE (K-5)	6	4	-0-	3	-0-	-0-	13	1	1	1	2	1	3	2	2		2	1	3		1	6	
CENTRAL FAIRMOUNT	62	29	-0-	18	3	-0-	112		1		6	23	31	25	18	8		1	5	24	33	18	31
CHASE (3-6)	96	38	-0-	47	12	-0-	193				6	11	50	55	57	14				20	48	49	76
CHEVIOT	6	4	-0-	-0-	1	-0-	11			1	1	1	4		2	2		2		4		3	2
CLIFTON	55	17	1	5	1	-0-	79		4	4	15	12	18	9	11	6		4	13	16	16	10	20
COLLEGE HILL	NONE																						
COVEDALE	33	17	-0-	22	1	-0-	73			1	1	8	15	26	18	4			2	2	15	32	22
DOUGLASS	35	2	-0-	7	-0-	-0-	44				3	9	7	12	9	4			1	7	3	14	19
EASTERN HILLS (K-6)	34	20	-0-	19	7	-0-	80				12	7	8	19	21	7		1	7	14	13	25	20
FAIRVIEW (K-5)	28	4	-0-	5	-0-	-0-	37	4	7	4	6	4	9	3			6	9	3	6	8	5	
HARTWELL	17	4	-0-	8	-0-	-0-	29		4	3	7	2	5	4	4			4	5	8	2	10	
HAYS	26	1	-0-	21	-0-	-0-	48			4	2	5	7	14	12	4		4	1	7	3	16	17
HEBERLE	148	40	2	48	11	-0-	249		26	20	30	27	56	62	18	10		47	27	21	57	49	48
HEINOLD (K-6)	40	28	1	20	3	1	93		3	2	1	7	20	29	19	12		3	4	5	12	34	35
	740	257	5	283	42	1	1328	7	47	55	103	145	295	335	248	93	11	79	87	154	265	331	401

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
HOFFMAN	8	-0-	-0-	-0-	-0-	-0-	8						2	4	1	1				1	1	1	5
HYDE PARK	2	1	-0-	-0-	-0-	-0-	3							1	1	1				1		1	1
KILGOUR	12	1	-0-	4	1	-0-	18					5	1	9	1	2					7	1	10
KIRBY ROAD (K-2)	39	13	-0-	2	-0-	-0-	54	3	3	23	19	6					4	16	32	2			
LINWOOD	37	17	-0-	9	2	-0-	65		3	6	8	21	14	4	8	1		9	6	13	24	1	12
LOSANTIVILLE	7	2	-0-	-0-	-0-	-0-	9		2		1	3	2	1			2		4		1	2	
McKINLEY	2	5	-0-	2	3	-0-	12					2	2	5	2	1				2	2	4	4
MIDWAY	16	7	1	1	-0-	-0-	25		2	5	8	4	3	3			1	5	2	3	9	2	3
MILLVALE (K-3)	9	-0-	-0-	-0-	-0-	-0-	9				5	4							5	4			
MT. AIRY	5	1	1	15	2	-0-	24		3	2	4	2	3	7	2	1		2	5	3	4	7	2
MT. WASHINGTON	9	12	-0-	1	2	-0-	24			1	4	2	2	8	6	1		1	5	2	3	9	5
NORTH AVONDALE	12	-0-	-0-	-0-	-0-	-0-	12					1	1	3	7					1		1	10
NORTH FAIRMOUNT	63	19	-0-	26	1	-0-	109		2	3	6	13	20	30	32	3		5	3	10	25	42	24
OYLER	11	29	-0-	11	10	-0-	61		1	1	8	7	14	17	10	3		1	10	5	19	19	7
PARHAM	12	1	1	1	-0-	-0-	15				1	2	3	5	4				1	2	2	3	7
PLEASANT HILL	71	9	2	16	2	-0-	100		1	6		5	23	38	24	3	1	4	2	2	18	36	37
PLEASANT RIDGE	38	8	1	16	-0-	-0-	63		2		5	8	26	16	5	1		2	3	6	24	22	6
@ SCHIEL PRIM.ARTS ENRICH.	NONE																						
QUEBEC HEIGHTS	5	5	-0-	-0-	-0-	-0-	10						1	3	4	2					2	4	4
ROCKDALE	62	-0-	-0-	23	-0-	-0-	85			6	3	7	14	28	21	6		1	9	8	24	16	27
ROLL HILL	5	11	-0-	10	1	-0-	27				2	2	7	10	3	3			1	4	2	12	8
	425	141	6	137	24	-0-	733	3	19	53	74	94	138	192	131	29	8	46	88	69	167	183	172

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ROOSEVELT	11	2	-0-	4	-0-	-0-	17					1	4	7	4	1				1	3	4	9
ROSELAWN/CONDON(4-6)	13	3	-0-	1	3	-0-	20					3	6	8	2	1					6	7	7
ROTHENBERG	23	4	-0-	9	-0-	-0-	36			4	7	8	8	5	4			4	5	8	5	11	3
SANDS MONTESSORI	7	1	-0-	-0-	-0-	-0-	8			2	2		1	2	1				4			1	3
SAYLER PARK	5	21	-0-	1	2	-0-	29			1		1	6	14	7				2		3	10	14
SCPA (4-6)	21	5	-0-	17	2	-0-	45					2	15	11	16	1					7	21	17
SILVERTON	9	-0-	-0-	5	-0-	-0-	14				1	2	5	5	1				3	1	4	1	5
SOUTH AVONDALE	NONE																						
SWIFTON PRIMARY(K-5)	3	-0-	-0-	-0-	-0-	-0-	3					1	2								3		
TAFT	7	-0-	-0-	-0-	-0-	-0-	7				1	1	3	1	1					1	3	2	1
VINE	58	5	9	-0-	-0-	-0-	72			2	5	24	28	10	2	1		2	8	6	49	2	5
WASHBURN	12	-0-	-0-	1	-0-	-0-	13				2		2	3	5	1		1			2	3	7
WASHINGTON PARK	50	5	-0-	32	-0-	-0-	87		1	1	5	14	22	31	13			3	1	7	18	34	24
WESTWOOD	15	17	-0-	7	1	-0-	40			1	4	2	11	14	5	3			5		14	11	10
WHITTIER	14	4	-0-	-0-	-0-	-0-	18			2			2	10	2	2			1	1	1	9	6
WINDSOR	-0-	-0-	-0-	2	-0-	-0-	2							1	1								2
WINTON PL.PRIMARY (K-3)	50	1	-0-	12	-0-	-0-	63		3	4	17	31	8					1	4	10	46	2	
WOODFORD PRIMARY (K-3)	8	1	-0-	-0-	-0-	-0-	9				5	4								4	5		
TOTAL - This Pg.	306	69	9	91	8	-0-	483		4	17	49	94	123	122	64	10		11	33	39	169	118	113
TOTAL - Page 3	740	257	5	283	42	1	1328	7	47	55	103	145	295	335	248	93	11	79	87	154	265	331	401
TOTAL - Page 4	425	141	6	137	24	-0-	733	3	19	53	74	94	138	192	131	29	8	46	88	69	167	183	172
GRAND TOTAL	1471	467	20	511	74	1	2544	10	70	125	226	333	556	649	443	132	19	136	208	262	601	632	686

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
ANDERSON PLACE		8		23										9													
ACAD. WLD. LANG. @ SCHIEL (K-5)		5		3										1													
BOND HILL	1	2		7					2		3			13													
BRAMBLE		12		11					6		1			1													
BURTON	2	11		29					2		2																
CAPE (K-6)		23		25		1			4		5			36													
CARSON		10		7										2													
CARTHAGE (K-5)		4		6					1					2													
CENTRAL FAIRMOUNT		47		58										6	1												
CHASE (3-6)	1	19		66					4		12	1		85	3	1								1			
CHEVIOT	1	8							1						1												
CLIFTON	3	24		35					7		2			8													
COLLEGE HILL	NONE																										
COVEDALE	1	28		37							5			1												1	
DOUGLASS	1	20		15					4		1			3													
EASTERN HILLS (K-6)	2	2		32					9		5			29		1											
FAIRVIEW (K-5)		5		15	1				3		1	3		7	2												
HARTWELL	2	9		11					1					6													
PAGE TOTALS	14	237		380	1	1			44		37	4		209	7	2								1		1	

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
HAYS	3	18		13					1					13													
HEBERLE	3	76		105	2				14		5			41	1	2											
HEINOLD (K-6)	4	8		40					11	1	8			20						1							
HOFFMAN		3		2						1	1			1													
HYDE PARK		2		1																							
KILGOUR		5		5							3			5													
KIRBY ROAD (K-2)		21		28					2		1			1	1												
LINWOOD		50	1	12							1			1													
LOSANTIVILLE		7		1										1													
McKINLEY		1		8							1			2													
MIDWAY		4		18										3													
MILLVALE (K-3)		1		4										4													
MT. AIRY	2	6		9					1					6													
MT. WASHINGTON		3		5					2		2			11						1							
NORTH AVONDALE		6		6																							
NORTH FAIRMOUNT		28		65					4		1			10	1												
OYLER	1	16		11					1		7			25													
PARHAM	1	14																									
PAGE TOTALS	14	269	1	333	2				36	2	30			144	3	2				2							

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
PLEASANT HILL	1	47		49							1			1										1			
PLEASANT RIDGE	2	10		36							3			12													
@ SCHIEL PRIM.ARTS. ENRICH.	NONE																										
QUEBEC HEIGHTS				4										6													
ROCKDALE	2	30		42					1		2			7						1							
ROLL HILL		11		10										6													
ROOSEVELT				8							1			8													
ROSELAWN/CONDON (4-6)	1	7		9										1	2												
ROTHENBERG	2	16		10					1					4	3												
SANDS MONTESSORI		2		4					1					1													
SAYLER PARK		12		11					2	1	1			2													
SCPA (4-6)		1		18	4				1		11			10													
SILVERTON	1	7		6																							
SOUTH AVONDALE	NONE																										
SWIFTON PRIMARY(K-5)				3																							
TAFT		5		2																							
VINE		2		19					1					50													
WASHBURN		6		4					1					2													
PAGE TOTALS	9	156		235	4				8	1	19			110	5					1				1			

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
WASHINGTON PARK	2	27		40					1		7		1	9													
WESTWOOD		5		15					1	1	2		4	9	2					1							
WHITTIER	1	12		4		1																					
WINDSOR		1											1														
WINTON PL. PRIM (K-3)	1	11		41					3					7													
WOODFORD PRIM (K-3)		6							1					2													
Total - this pg.	4	62		100		1			6	1	9		6	27	2					1							
" Page 6	14	237		380	1	1			44		37	4		209	7	2								1		1	
" Page 7	14	269	1	333	2				36	2	30			144	3	2				2							
" Page 8	9	156		235	4				8	1	19			110	5					1			1				
	41	724	1	1048	7	2			94	4	95	4	6	490	17	4				4			1	1		1	

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	SEX AND RACE							AGE								GRADE						
	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
SENIOR																						
AIKEN (9-12)	18	10	-0-	3	-0-	-0-	31				1	3	10	10	7				15	6	5	5
CAPE (7-12)	7	3	-0-	-0-	1	-0-	11					4	4	3					2	5	3	1
HUGHES (9-12)	50	1	-0-	6	-0-	-0-	57				2	8	20	16	11				28	13	8	8
SCPA (7-12)	1	1	-0-	1	-0-	-0-	3			2		1					2		1			
TAFT (9-12)	6	2	-0-	-0-	2	-0-	10				1	3	6						6	1	3	
WALNUT HILLS (7-12)	5	9	-0-	1	1	-0-	16		2	7	2	1		2	2		5	5		2		4
WESTERN HILLS (9-12)	15	8	-0-	3	5	-0-	31				2	11	7	4	7				11	9	8	3
WITHROW (9-12)	21	4	-0-	-0-	1	-0-	26				2	4	12	5	3				11	4	5	6
WOODWARD (7-12)	29	1	-0-	4	-0-	-0-	34		1		2	4	11	9	7		1		12	8	8	5
TOTAL	152	39	-0-	18	10	-0-	219		3	9	12	39	70	49	37		8	5	86	48	40	32
JR.-MIDDLE																						
BLOOM (7-8)	4	-0-	-0-	-0-	-0-	-0-	4		1	1	2						3	1				
C.B.A. (6-8)	4	-0-	-0-	1	-0-	-0-	5		1	1	3					1		4				
CREST HILLS (7-8)	9	1	-0-	3	-0-	-0-	13			1	9	3					6	7				
DATER (7-9)	4	2	-0-	-0-	5	-0-	11		1	1	5	3	1				1	5	5			
E.HILLS (7-8)	-0-	1	-0-	-0-	2	-0-	3			2			1					3				
GAMBLE (6-8)	10	-0-	-0-	1	-0-	-0-	11		1	4	5	1					5	6				
HEINOLD (7-8)	2	1	-0-	1	-0-	-0-	4			2		2						4				
MERRY (7-8)	9	1	-0-	3	-0-	-0-	13			1	9	2	1				6	7				
PEOPLES (7-8)	8	2	-0-	4	5	-0-	19	1	2	1	3	8	4				8	11				
PORTER (7-8)	-0-	1	-0-	-0-	-0-	-0-	1				1						1					
ROBERTS (7-9)	2	11	-0-	-0-	-0-	-0-	13		3	6	2	2					4	3	6			
ROSELAWN (7-8)	1	-0-	-0-	-0-	-0-	-0-	1				1						1					
SCHWAB (7-8)	10	2	-0-	5	5	-0-	22			10	6	5	1				4	18				
SHRODER-PAIDELA (7-9)	NONE																					
TOTAL	63	22	-0-	18	17	-0-	120	1	9	30	46	26	8			1	39	69	11			
GUILFORD	1	-0-	-0-	-0-	-0-	-0-	1					1						1				
McMILLAN	1	-0-	-0-	2	-0-	-0-	3					1	2					3				
GRAND TOTAL	217	61	-0-	38	27	-0-	343	1	12	39	58	67	80	49	37	1	47	78	97	48	40	32

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)																15		1		1			1	10		2	1
CAPE (7-12)	1													1		2							1	6			
HUGHES (9-12)		3		5										6		23	1	2					3	12		2	
SCPA (7-12)															1			1						1			
TAFT (9-12)												1		1		1								7			
WALNUT HILLS (7-12)		1														4		1					1	5		1	3
WESTERN HILLS (9-12)											3	1		3		15							1	5	3		
WITHROW (9-12)	1	2												1		10	1						1	8		2	
WOODWARD (7-12)		1									3					9							1	17		3	
TOTAL	2	7		5							6	2		12	1	79	2	5		1			9	71	3	10	4
JR.-MIDDLE																											
BLOOM (7-8)											2																
C.B.A. (6-8)	1	1																						2			
CREST HILLS (7-8	3																									3	
DATER (7-9)	1																			2			1	6		1	
E. HILLS (7-8)																7								3			
GAMBLE (6-8)		1														2								1			
HEINOLD (7-8)															1	1		2						6			
MERRY (7-8)		1												3										1			
PEOPLES (7-8)	1	1		1									2			4							1	5			
PORTER (7-8)														1		4							4	7			
ROBERTS (7-9)		3																									1
ROSELAWN (7-8)														2		3		2					1	2			
SCHWAB (7-8)		3																								1	
SHRODER-PAIDEIA 7-9	NONE															10					2			4		3	
TOTAL	6	10		1							2		2	6	1	31		4		2	2		7	37		8	1
GUILFORD																											
McMILLAN	1																							1 2			
GRAND TOTAL	9	17		6							8	2	2	18	2	110	2	9		3	2		16	111	3	18	5

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SUMMARY OF SUSPENSIONS   **YEARLY TOTALS 1987-1988**

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
CBA	1	-0-	-0-	-0-	-0-	-0-	1								1								1
CHASE	-0-	1	-0-	1	-0-	-0-	2								2							1	1
CAPE	-0-	1	-0-	-0-	-0-	-0-	1								1								1
HEBERLE	-0-	2	-0-	-0-	-0-	-0-	2							2									2
PLEASANT HILL	-0-	-0-	-0-	1	-0-	-0-	1							1									1
TOTAL	1	4	-0-	2	-0-	-0-	7							3	4							1	6

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1987-1988

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
CBA																								1			
CHASE														1										1			
CAPE		1																									
HEBERLE																2											
PLEASANT HILL																							1				
TOTAL		1												1		2							1	2			

YEARLY TOTALS 1987-1988

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	7831	3547	1736	24	1801	718	5
Elementary	2544	1471	467	20	511	74	1
Total	10,375	5018	2203	44	2312	792	6

EXPULSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	343	217	61	-0-	38	27	-0-
Elementary	7	1	4	-0-	2	-0-	-0-
Total	350	218	65	-0-	40	27	-0-

SENIOR, JUNIOR & MIDDLE

COMPARATIVE DATA

YEARLY TOTALS 1987-1988

SCHOOL	SUSPENSIONS 1986-87	SUSPENSIONS 1987-88	SUSPENSIONS DIFFERENCE	EXPULSIONS 1986-87	EXPULSIONS 1987-88	EXPULSIONS DIFFERENCE
SENIOR						
AIKEN (9-12)	624	489	-135	43	31	-12
CAPE (7-12)	244	520	+276	8	11	+3
HUGHES (9-12)	999	709	-290	58	57	-1
SCPA (7-12)	135	121	-14	10	3	-7
TAFT (9-12)	164	215	+51	2	10	+8
WALNUT HILLS (7-12)	222	273	+51	13	16	+3
WESTERN HILLS (9-12)	655	752	+97	22	31	+9
WITHROW (9-12)	1141	1171	+30	47	25	-22
WOODWARD (7-12)	370	475	+105	11	34	+23
TOTAL	4554	4725	+171	214	218	+4
JR.-MIDDLE						
BLOOM (7-8)	49	124	+75	8	4	-4
CREST HILLS (7-8)	73	50	-23	5	3	-2
DATER (7-9)	361	316	-45	5	11	+6
E.HILLS (7-8)	114	99	-15	2	3	+1
GAMBLE (7-8)	379	326	-53	4	11	+7
HEINOLD (7-8)	78	96	+18	3	4	+1
MERRY (7-8)	199	216	+17	5	13	+8
PEOPLES (7-8)	236	369	+133	16	17	+1
PORTER (7-8)	95	111	+16	4	-0-	-4
ROBERTS (7-9)	646	657	+11	13	13	-0-
ROSELAWN (7-8)	20	39	+19	-0-	1	+1
CBA & SAWYER (6-8)	113	85	-28	9	15	+6
SCHWAB (7-8)	281	410	+129	19	22	+3
SHRODER (7-9)	59	132	+73	-0-	-0-	-0-
TOTAL	2703	3030	+327	93	117	+24
GUILFORD	3	3	-0-	1	1	-0-
McMILLAN	[illegible]	28	-14	6	4	-2

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1987-1988

	SUSPENSIONS			EXPULSIONS		
SCHOOL	1986-87	1987-88	DIFFERENCE	1986-87	1987-88	DIFFERENCE
K-4 ACAD WLD LANG(SCHIEL)	-0-	-0-	-0-			
ANDERSON PLACE	20	40	+20			
BOND HILL	68	28	-40	1	-0-	-1
BRAMBLE	16	31	+15			
BURTON	58	45	-13	2	-0-	-2
CAPE (4-6)	73	94	+21	9	1	-8
CARSON	19	19	-0-			
CARTHAGE	13	13	-0-			
CENTRAL FAIRMOUNT	59	112	+53			
CHASE	217	193	-24	5	2	-3
CHEVIOT	12	11	-1			
CINTI BIL. ACAD.	-0-	9	+9	-0-	1	+1
CLIFTON	58	79	+21	1	-0-	-1
COLLEGE HILL	-0-	-0-	-0-			
COVEDALE	27	73	+46			
DOUGLASS	58	44	-14			
EASTERN HILLS	59	80	+21			
FAIRVIEW	17	37	+20			
HARTWELL	25	29	+4			
HAYS	32	48	+16			
HEBERLE	143	249	+106	-0-	2	+2
HEINOLD (K-6)	57	93	+36			
HOFFMAN	17	9	-8			
HYDE PARK	5	3	-2			
KILGOUR	8	18	+10			
KIRBY ROAD	42	54	+12			
	1103	1411	+308	18	6	-12

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1987-1988

	SUSPENSIONS			EXPULSIONS		
SCHOOL	1986-87	1987-88	DIFFERENCE	1986-87	1987-88	DIFFERENCE
LINWOOD	47	65	+18			
LOSANTIVILLE	11	9	-2			
McKINLEY	10	12	+2			
MIDWAY	18	25	+7			
MILLVALE	-0-	9	+9			
MT. AIRY	9	24	+15			
MT. WASHINGTON	21	24	+3			
NORTH AVONDALE	10	12	+2			
NORTH FAIRMOUNT	45	109	+64	1	-0-	-1
OYLER	26	61	+35			
PARHAM	7	15	+8			
PLEASANT HILL	91	100	+9	-0-	1	+1
PLEASANT RIDGE	59	63	+4			
PRIM.ARTS ENRICH @ Schiel	NONE					
QUEBEC HEIGHTS	35	10	+25			
ROCKDALE	62	85	+23			
ROLL HILL	9	27	+18			
ROOSEVELT	22	17	-5			
ROSELAWN/CONDON(4-6)	14	20	+6	1	-0-	-1
ROTHENBERG	35	36	+1			
SANDS MONTESSORI	5	8	+3			
SAYLER PARK	41	29	-12			
SCPA (4-6)	30	45	+15			
SILVERTON	20	14	-6			
SOUTH AVONDALE	NONE					
SWIFTON PRIMARY	2	3	+1			
	629	822	+193	2	1	-1

COMPARATIVE DATA

YEARLY TOTALS 1987-1988

SCHOOL	SUSPENSIONS 1986-87	1987-88	DIFFERENCE	EXPULSIONS 1986-87	1987-88	DIFFERENCE
TAFT	7	7	-0-			
VINE	89	72	-17			
WASHBURN	24	13	-11	1	-0-	-1
WASHINGTON PARK	47	87	+40			
WESTWOOD	26	40	+14			
WHITTIER	39	18	-21			
WINDSOR	1	2	+1			
WINTON PLACE PRIM	34	63	+29	-0-	1	+1
WOODFORD PRIMARY	8	9	+1			
TOTAL (this pg.)	275	311	+36	1	1	-0-
Brt.Fwd.(pg. 16)	1103	1411	+308	18	6	-12
Brt. Fwd.(pg.17)	629	822	+193	2	1	-1
GRAND TOTAL	2007	2544	+537	21	8	-13

APPENDIX I

Systemwide Discipline Review Committee
Sub-Committee Assignments

1. Carry out a literature review and produce a summary report on school discipline in general and the pros and cons of corporal punishment specifically.

Members:	Dr. Zulfi Ahmad Mr. Jerry Braun Mrs. Sharon Goss Ms. Stephanie Houze Mrs. Betty Kuehner Mr. Milt McCracken Mr. Dennis McNeil Mrs. Louise Spiegel

Specific Sub-Committee Objectives

a. Do an ERIC search along with a review of other pertinent literature to sample the national trend of discipline programs in urban schools. Utilizing the same resources, study the pros and cons of corporal punishment and produce a summary report.

b. Produce a written report for distribution to the systemwide discipline review committee and to be used by the ad hoc coordinating committee.

c. Identify a representative from the sub-committee to serve on the ad hoc coordinating committee.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

2. Collect, analyze and summarize existing laws, policies and administrative procedures at the central level.

Members:
Mrs. Pat Johnson-Baker
Mrs. Phyllis Hall
Ms. Jaqueline Jordan
Mr. Ishton Morton
Mrs. Annie Orr
Ms. Helena Paul
Mr. Steve Skurow

Specific Sub-Committee Objectives

a. Produce a summary report that reflects the general philosophical and procedural tenets of the manner in which discipline is currently being administered in the Cincinnati Public Schools.

b. Identify discrepancies and inconsistencies among existing policies and/or procedures.

c. Review the Cincinnati Federation of Teachers/Cincinnati Public Schools' labor agreement for the purpose of determining the extent to which the contract mandates and/or influences discipline procedures and/or practices in the district.

d. Prepare a written report for dissemination to the full discipline review committee and to be used by the ad hoc coordinating committee.

e. Identify a sub-committee representative to serve on the ad hoc coordinating committee that will construct a draft of the final report for full committee consideration.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

3. Analyze and summarize the existing individual school discipline practice rules and philosophies.

Members:	Ms. Marlene Carter
	Mr. Tim Sippel
	Ms. Patricia Surber
	Mrs. Shirley Wilkinson
	Ms. Pat Zartman

Specific Sub-Committee Objectives

a. Collect, study and summarize the discipline practice rules and philosophies currently used by elementary, middle, junior and senior high schools in the district.

b. Produce a summary report reflecting similarities and dissimilarities among schools that are on the same organizational level (elementary, middle, junior, senior).

c. Make recommendations to the full committee that would address any perceived inequities and/or inconsistencies in individual school discipline practices.

d. Identify a committee representative to serve on the ad hoc coordinating committee that will construct the proposed final draft report.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

4. Complete a five year analysis of suspensions and expulsions in the Cincinnati Public School district.

Members:
Mr. Tom Armstrong
Mrs. Vivian Franklin
Mrs. Peggy Hochstetler
Mr. Alan James
Mr. Dennis Matthews
Mr. Benn McNeill
Mr. Michael Sierschula

Specific Sub-Committee Objectives

a. Analyze data in these areas and determine the following:

   1) Schools that have ranked high in the list of suspensions/expulsions over a five year period.

   2) The primary causes of suspensions/expulsions across the district by organizational levels (elementary, middle, junior, senior)

   3) The five year trend of suspension/expulsions by gender, race, grade level, etc.

   4) The major causes of suspensions/expulsions by gender and race.

   5) Highlight any disparities between individual schools that serve a common socio-economic population.

b. Produce a statistical report for the information of the general committee and for use by the ad hoc coordinating committee.

c. Produce a statistical analysis report for use by the general committee and the ad hoc coordinating committee.

d. Identify a person to represent the sub-committee on the ad hoc coordinating committee.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

5. Review the discipline program, philosophies, policies and practices of school districts contiguous to Cincinnati.

Members:	Dr. Lionel Brown
	Mr. Roger Burgess
	Ms. Ellen Cook
	Mr. George Jones
	Mrs. Sue Riddle
	Mr. Harry Skiff

Specific Sub-Committee Objectives

a. Contact and collect basic information related to the school district's discipline program from all contiguous districts.

b. Review the information to determine what are the major philosophical and/or procedural tenets inherent in the district's discipline program.

c. Produce a written report with information for the general committee and for use by the ad hoc coordinating committee.

d. Identify a committee representative to serve on the ad hoc coordinating committee.

5/18/87

APPENDIX J

ANALYSIS OF RACIAL & GENDER BALANCE

Cincinnati Public Schools

Introduction

School staffs are charged with delivering quality integrated education for the children they serve. This charge is based on the premise that interracial/intercultural understanding, an ultimate imperative goal of the school system, indeed of society, can best occur in a positive integrated setting. Therefore, all activities of students and staff should reflect racial and gender balance, the foundation on which quality integration can be carefully developed by the decision makers in the school—students, staff, parents, and community.

All schools, including those identified as 90% of one race, will complete the attached form and produce a set of objectives to respond to any discrepancies. This set of objectives should be a part of the school's one master plan, which will be submitted along with the form to the area assistant superintendent for approval. (All questions should be directed to the area assistant superintendent.)

By November 15, after joint deliberations between the area assistant superintendent and the principal, the area assistant superintendent will submit a copy of the approved form and the master plan to the Deputy Superintendent of Administration, Curriculum and Instruction.

In the late spring, the area assistant superintendent will evaluate the extent to which the measurable objectives have been achieved for the current year, and what efforts are being made to achieve balance for the next school year. A summary of this evaluation will be submitted by the area assistant superintendent to the Deputy Superintendent for Administration, Curriculum and Instruction by the close of the school year.

Guidelines for Use of the Form

The mandatory data analysis categories are:

1. Achievement
2. Retention
3. Discipline
4. Grouping
5. Student leadership and involvement
6. Staff leadership and involvement.

Each school is expected to include in its yearly required master plan a set of measurable objectives based upon any discrepancies found among the six categories.

Page One - Computer Services will provide this data.

These figures are based on data from the immediately preceding year. Computer Services will also provide the same categorical data for the Cincinnati Public School system. The principal will compare the school's data to the same categorical data for the system, and will indicate an imbalance if the school reflects more than a 10% variance from the system.

If an imbalance is indicated, the principal must:

1. Correct it and report correction to area assistant superintendent.
2. Indicate justification for imbalance, if it cannot be immediately corrected.
3. Indicate if an action plan to correct imbalance has been developed (Yes or No).

Enrollment figures are based on the total enrollment of the school during the previous year (as of the 1st full week in October). All other category figures are calculated on the number of students in each category. For more specific information, see each category's separate report which the school receives.

Code:
T = tested
M = mastered
% = percentage of those tested who mastered
N = at or above national norm.

Page Two - Computer Services will provide this data.

Enrollment figures are based on the total enrollment of the school during the current year (as of the 1st full week in October).

Imbalance in the enrollment category is based on a 10% variance from the racial make-up of the school system. Imbalance in the groups is based on a 10% variance from the racial make-up of the school.

A separate "Class Racial & Gender Balance Report" will be provided by Computer Services listing every grouping in the school. EXAMPLE:

		BLACK			WHITE			Imbalance
Category	Total	Male	Female	Total	Male	Female	Total	(✓W or ✓B)
Enrollment								
Homerooms: 1								
2								
etc.								

The information on page two of the "Analysis ..." form will summarize the information on the "Class ... Report," indicating only those groups which are imbalanced.

Again, if an imbalance is indicated, the principal must:

1. Correct it and report correction to area assistant superintendent.
2. Indicate justification for imbalance, if it cannot be immediately corrected.
3. Indicate if an action plan to correct imbalance has been developed (Yes or No).

Page Three - School principals will provide this data.

All figures are based on the current year.

Page Four - School principals will provide this data.

All figures are based on the current year.

ANALYSIS OF RACIAL & GENDER BALANCE
Cincinnati Public Schools

[All categories on this page, including Enrollment, reflect data from immediately preceding year.]

School____________________ __Elementary __Middle/Jr.High __Senior High **Principal**____________________

Current School Year____________

Category (Last year's data)	Total	Black			White			Imbalance (Check)	Justification for Imbalance	Action Plan
		Male	Female	Total	Male	Female	Total			
		#	#	#	#	#	#			
ENROLLMENT	#	%	%	%	%	%	%			
1) Achievement		#T	#T	#T	#T	#T	#T			
CAT Reading	#	#N	#N	#N	#N	#N	#N			
(grades 1-11)		%N	%N	%N	%N	%N	%N			
		#T	#T	#T	#T	#T	#T			
CAT Mathematics	#	#N	#N	#N	#N	#N	#N			
(grades 1-11)		%N	%N	%N	%N	%N	%N			
		#T	#T	#T	#T	#T	#T			
Essential Skills Reading	#	#M	#M	#M	#M	#M	#M			
(N/A grades 9-12)		%M	%M	%M	%M	%M	%M			
		#T	#T	#T	#T	#T	#T			
Essential Skills	#	#M	#M	#M	#M	#M	#M			
Mathematics		%M	%M	%M	%M	%M	%M			
Essential Skills		#T	#T	#T	#T	#T	#T			
Writing	#	#M	#M	#M	#M	#M	#M			
(grades 3,6,9,11 only)		%M	%M	%M	%M	%M	%M			
		#	#	#	#	#	#			
2) Retention	#	%	%	%	%	%	%			
3) Discipline		#	#	#	#	#	#			
Corporal Punishment	#	%	%	%	%	%	%			
		#	#	#	#	#	#			
Suspension	#	%	%	%	%	%	%			
		#	#	#	#	#	#			
Expulsion	#	%	%	%	%	%	%			

NOTE: Data on this page provided by Computer Services. T = tested; N = at or above national norm; M = mastered.

[All categories on pages 2, 3, and 4, including Enrollment and Staff Balance, reflect data from the current year.]

School ______________________

page 2 of 4

Category (Current year's data)	Total	Black			White			Imbalance (Check)	Justification for Imbalance	Action Plan
		Male	Female	Total	Male	Female	Total			
ENROLLMENT	#	# %	# %	# %	# %	# %	# %			

Category (Current year's data)	Total No. of Classes	Imbalanced[a] Black Total	Imbalanced[a] White Total	Justification for Imbalance	Action Plan
4) **Grouping** Homeroom (K-12)	#	#	#		
Comprehensive or General (grades 7-12)	#	#	#		
Vocational (grades 7-12)	#	#	#		
Academic (grades 7-12)	#	#	#		
Adv. Academic/College Prep (grades 7-12)	#	#	#		
Adv. Placement/IB (grades 7-12)	#	#	#		
Other Groups:[b]	#	#	#		
	#	#	#		
	#	#	#		
	#	#	#		

(a) See "Class Racial and Gender Balance Report" for specific information.

(b) Indicate other special groups; e.g., gifted, remedial, etc. (Use additional pages, if necessary.)

NOTE: Data on this page provided by Computer Services.

[All categories on pages 2, 3, and 4, including Enrollment and Staff Balance, reflect data from the current year.]

School ______________________

Category (Current year's data)	Total	Black Male	Black Female	Black Total	White Male	White Female	White Total	Imbalance(a) (Check)	Justification for Imbalance	Action Plan*
		#	#	#	#	#	#			
ENROLLMENT	#	%	%	%	%	%	%			
5) Student Leadership	#	#	#	#	#	#	#			
Student Council				%			%			
Clubs/Classes (president	#	#	#	#	#	#	#			
chairperson only)				%			%			

(List extracurricular activities below)

	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			

(a) A value (%) that is greater than the racial make-up of the school plus 10% constitutes an imbalance.
* Indicate if an action plan has been developed to correct imbalance (yes or no).

NOTE: Data on this page provided by school principals. (Use additional pages, if necessary.)

[All categories on pages 2, 3, and 4, including Enrollment and Staff Balance, reflect data from the current year.]

School ____________________

Category (Current year's data)	Total	Black			White			Imbalance(a) (Check)	Justification for Imbalance	Action Plan*
		Male	Female	Total	Male	Female	Total			
		#	#	#	#	#	#			
STAFF BALANCE	#			%			%			
6 Staff Leadership positions	#	#	#	#	#	#	#			
				%			%			

(List committees below)

	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			
	#	#	#	#	#	#	#			
				%			%			

(a) A value (%) that is greater than the racial make-up of the staff plus 10% constitutes an imbalance.

* Indicate if an action plan has been developed to correct imbalance (yes or no).

NOTE: Data on this page provided by school principals. (Use additional pages, if necessary.)

APPENDIX K

K-1

Evaluation
Branch

STUDENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

By: Betty Elsey
Settlement Information Section

February, 1988

Cincinnati Public Schools
Office of the Superintendent

Executive Summary

Student Involvement in Extracurricular Activities
Cincinnati Public Schools
February, 1988

The alternative schools offer program options giving students within the district opportunity to choose a program of particular interest or relevance to them. But there has been concern that students who travel outside their neighborhood school district to attend an alternative program might not participate as fully in all aspects of that school's life--specifically, extracurricular activities.

A study which addressed this concern was completed in 1984-85. It was discovered that alternative students were more likely to participate in extracurricular activities than neighborhood students. A consideration of racial balance in these activities indicated that black students were more likely to take part in after-school activities than white or other students, whether they attended their neighborhood school or an alternative program.

In the 1986-87 school year this study was repeated. The results are essentially the same. Alternative students are more likely to participate in extracurricular activities than neighborhood students, and the participation level of black students is slightly more than would be predicted from their proportion of the enrollment.

Settlement Information

1986-87 Extracurricular Activities Study

Introduction

The 1984 Settlement Agreement states that "students who are enrolled in a school other than their districted school shall be eligible for and encouraged to participate in all school programs (academic, athletic, extracurricular and other) and reasonable steps shall be taken to facilitate their participation."

During the 1984-85 school year, a study was undertaken to examine the level of participation in extracurricular activities by alternative, neighborhood and open enrollment students and to discover the racial balance of that participation. The results of that study indicated that students who attended alternative programs were more likely to participate in extracurricular activities than neighborhood or open enrollment students. Also, black students were slightly over-represented proportionally among all extracurricular activity participants as well as among the two subpopulations, neighborhood and transfer students.

During the 1986-87 school year, the study was repeated. This report represents the findings of that investigation.

Evaluation Procedure

In the spring of 1987, rosters were collected of all students participating in extracurricular activities in grades seven through twelve. The activities were those which took place after school and for which an advisor was paid. Grade six was included for Sawyer-Cincinnati Bilingual Academy since that program is organized in grades six to eight and in order to be consistent with the 1984-85 study (CBA was then at Schiel school).

The return of rosters at the junior high/middle school level was excellent (96%) and at the senior high it was quite sufficient to have confidence in the results (84%). Overall, eighty-nine percent of the sponsors returned their activity rosters.

In the 1984-85 study, we discovered that the School for the Creative and Performing Arts (SCPA) was particularly burdened by the preparation of rosters for all activities in that school. So, a form was prepared for each student to complete at SCPA. It contained a list of activities and was essentially a checklist. This seemed to be a more efficient method of obtaining the needed data from SCPA.

In May, 1987 student enrollment information (name, school, alternative school information, race, sex and grade) was generated from the census data base for all secondary students. The roster files were aggregated so that each student identification would be listed only once. This file was then matched up with the student enrollment information creating a single file.

Students who attended their "districted" or home school and were not alternative students are considered Neighborhood Students. Students who attended a school of their choice under open enrollment policies are referred to as Open Enrollment Students. Students who are enrolled in an alternative school/program or students who attend Walnut Hills High School are considered Alternative Students for the purposes of this study. Transfer Students include both the open enrollment and alternative students.

Evaluation Results

Levels of Participation in Extracurricular Activities by Transfer Students and Neighborhood Students.

Overall, slightly more than 30% of all secondary students in the district participate in at least one extracurricular activity. Neighborhood students are not as likely to be involved in after-school activities as alternative students. Specifically, 22% of the neighborhood students and 45% of the alternative students participate in extracurricular activities. The open enrollment students are more similar to neighborhood students in their participation levels (25%). When alternative and open enrollment students are grouped together under the rubric transfer students, their participation level (43%) is almost twice that of neighborhood students (22%).

Table 1. Levels of Participation in Extracurricular Activities, 1986-87.

	Students			
Enrollment Type	**Total**	**Participants**	**Percent of Enrollment**	**Percent of Participants (N=5986)**
Neighborhood	12582	2823	22%	47%
Transfer (a + b)	7300	3163	43%	53%
a. Alternative	6807	3039	45%	51%
b. Open Enrollment	493	124	25%	2%
Total	19882	5986	30%	100%

These results vary only slightly from those of the 1984-85 study where 25% of neighborhood students and 41% of transfer students (Alternative 43%, Open Enrollment at 23%) participated in after-school activities.

Alternative programs may exist alone in a school (alternative school) or may operate side-by-side in a building with a program for neighborhood students. Table 2 indicates that the level of participation in extracurricular activities of transfer students does differ somewhat in these two settings. Where the school is an alternative school, the participation level in after-school activities is the highest at 48%. Where the school contains neighborhood and alternative students, the alternative students are much more likely to be involved in extracurricular activities (34%) than the neighborhood students (20%) but participate less than alternative students in alternative schools. Twenty-five percent of neighborhood students in neighborhood schools participate in after-school activities.

Table 2. Levels of Participation in Extracurricular Activities by School and Program: Alternative Schools, Alternative and Neighborhood Programs in Same Building, and Neighborhood Schools, 1986-87.

SCHOOLS	TOTAL STUDENTS # Students	TOTAL STUDENTS # Partici-pating	TOTAL STUDENTS % Partici-pating	NEIGHBORHOOD STUDENTS # Students	NEIGHBORHOOD STUDENTS # Partici-pating	NEIGHBORHOOD STUDENTS % Partici-pating	ALTERNATIVE STUDENTS # Students	ALTERNATIVE STUDENTS # Partici-pating	ALTERNATIVE STUDENTS % Partici-pating
Alternative Schools									
C.A.P.E. (7-12)	907	356	39%	—	—	—	907	356	39%
S.C.P.A. (7-12)	840	630	75%	—	—	—	840	630	75%
Eastern Hills (7-8)	227	74	33%	—	—	—	227	74	33%
Heinold (7-8)	163	85	52%	—	—	—	163	85	52%
Sawyer CBA (6-8)	415	193	47%	—	—	—	415	193	47%
Shroder (7-9)	181	94	52%	—	—	—	181	94	52%
Other									
Walnut Hills (7-12)	2290	977	43%				2290	977	43%
TOTAL	5023	2409	48%	0	0	0	5023	2409	48%
Alternative and Neighborhood Programs - Same Building							Alternative and Open Enrollment Students		
Hughes (9-12)	1250	182	15%	870	120	14%	380	62	16%
Withrow (9-12)	2121	351	17%	1624	207	13%	497	144	29%
Woodward (7-12)	1530	499	33%	1092	266	24%	438	233	53%
Dater (7-9)	753	198	26%	479	132	28%	274	66	24%
Peoples (7-8)	716	123	17%	612	93	15%	104	30	29%
Porter (7-8)	291	128	44%	206	78	38%	85	50	59%
Schwab (7-8)	697	190	27%	606	162	27%	91	28	31%
Roselawn/Condon (7-8)	139	75	54%	49	23	47%	90	52	58%
TOTAL	7497	1746	23%	5538	1081	20%	1959	665	34%
Neighborhood Schools							Open Enrollment Students		
Aiken (9-12)	1538	291	19%	1530	290	19%	8	1	13%
Taft (9-12)	884	224	25%	883	224	25%	1	0	0
Western Hils (9-12)	2252	436	19%	1987	368	19%	265	68	26%
Bloom (7-8)	391	230	59%	391	230	59%	0	0	0
Crest Hills (7-8)	487	157	32%	487	157	32%	0	0	0
Gamble (7-8)	570	162	28%	567	162	29%	0	0	0
Merry (7-8)	606	117	19%	606	117	19%	0	0	0
Roberts (7-9)	634	214	34%	593	194	33%	41	20	49%
TOTAL	7362	1831	25%	7044	1742	25%	318	89	28%
GRAND TOTAL	19882	5986	30%	12582	2823	22%	7300	3163	43%

Levels of Participation in Extracurricular Activities by Race.

A review of the data in Table 3 indicates clearly that there is no difference in the level of participation in extracurricular activities based on race. Thirty percent of all secondary students participate in extracurricular activities. Thirty percent of all black secondary students and thirty percent of all non-black (white and other) students participate in after-school activities.

There is very little difference between these findings and those of the 1984-85 study where 32% of the black students, 28% of the non-black students and 31% of all students participated in extracurricular activities.

Table 3. 1986-87 Level of Participation in Extracurricular Activities by Race.

Race	Total Number	Students Participants	Percent Participation
Black	12212	3685	30%
White/Other	7670	2301	30%
Total	19882	5986	30%

There is a need to look further to explore the level of participation by race among neighborhood and transfer students. The data in Table 4 indicates that there is a slightly higher extracurricular involvement of black students in neighborhood schools than their proportion in the population would suggest. Specifically, 67% of the students are black and 71% of the participants are black in neighborhood schools.

The racial balance of transfer students (alternative and open enrollment students) is reflected more closely by the participation percentages. Fifty-three percent of all secondary transfer students are black and fifty-four percent of the extracurricular participants who are transfer students are black.

Table 4. Level of Participation in Extracurricular Activities by Race and Type of Enrollment, 1986-87.

	Secondary Population			Participants		
Enrollment Type	Total	% Black	% Other/ White	Total	% Black	% Other/ White
1986-87						
Neighborhood	12582	67%	33%	2823	71%	29%
Transfer*	7300	53%	47%	3163	54%	46%
Total	19882	61%	39%	5986	62%	38%
1984-85						
Neighborhood	13374	64%	36%	3347	69%	31%
Transfer*	7141	52%	48%	2950	57%	43%
Total	20515	60%	40%	6297	63%	37%

* Alternative and open enrollment students

These proportions are very similar to those in the 1984-85 study (see Table 4). The participation of black students in extracurricular activities is still slightly higher than the racial balance of the student population would suggest.

Summary

Essentially, no change has occurred in the participation of neighborhood and transfer students in extracurricular activities since the 1984-85 study was completed. During the 1986-87 school year, transfer students participated more in after-school activities than neighborhood students, and black students were slightly more active in extracurricular activities than white and other students.

APPENDIX L

L-1

United States District Court
Southern District of Ohio
200 West Second Street
P.O. Box 818
Dayton, Ohio 45402

Chambers of
Walter H. Rice
District Judge

(513) 225-2923
(FTS) 774-2923

June 29, 1988

John Andrew West
Attorney at Law
Vernon Manor
2810 Burnet Avenue
Cincinnati, OH 45219

Re: Position description of Frank Fields in connection with settlement in Bronson case.

Dear Mr. West:

I have read with interest the position description for Frank Fields as Director of the Bronson Settlement Agreement, Bill Taylor's comments thereon and your response to him.

I have no difficulty, whatsoever, with the position description, insofar as it sets forth the Director's major duties and responsibilities. It is more than adequate in that respect. However, the position description as a whole is less than adequate and, accordingly, not acceptable to the undersigned, because of its failure, in my opinion, to set forth the authority with which the incumbent is to carry out those duties and responsibilities.

At the outset, I wish to re-emphasize my respect and admiration for Cincinnati School Superintendent, Dr. Lee Etta Powell, for the personnel of the Cincinnati School District and for the process and concept which led to the settlement of the Bronson litigation. However, I must insist, respectfully, that Mr. Fields' authority be more fully set forth, if not in a document similar to that which I have received from you, then, at the very least, in a parallel document signed by the school Superintendent which, consistent with the fact that ultimate and final authority rests with her, pledges her to give Mr. Fields as much authority as is needed with which to carry out these rather broad responsibilities. I do not wish in any way to impinge upon the authority of Dr. Powell to run the Cincinnati School District. Nor, for that matter, do I want to do violence to the concept behind the Bronson settlement which was clearly stated to give the school district as much latitude as is possible within which to carry out the details of the Settlement Agreement. However, while the recent hearing clearly brought forth both the good faith of the Cincinnati Public School System and the probability of compliance with the Taeuber standards set forth in the Settlement Agreement at the conclusion of the seven year term of same, said hearing also clearly demonstrated the need for a staff person, responsible for carrying out the dictates of the Bronson settlement in all of its facets, armed with both major responsibilities and the necessary authority with which to carry those responsibilities forward.

Realizing that it is not the purpose of the undersigned to strip Dr. Powell of one iota of her authority or, for that matter, to replace the Cincinnati School District's wide latitude in carrying out the dictates of the Bronson settlement with indirect judicial monitoring from Dayton, I must ask you to consult with Dr. Powell and to furnish me with a position description that either more fully sets forth Mr. Fields' authority and/or a statement from Dr. Powell indicating, consistent with her responsibility to exercise ultimate authority, her intention to allow Mr. Fields as much authority as is needed with which to carry out his responsibilities.

Sincerely,

WALTER H. RICE

WHR:slc

cc: Dr. Robert Evans
William L. Taylor, Esq.
Reginald Govan, Esq.
Thomas Atkins, Esq.
Trudy D. Rauh, Esq.
Mark O'Neill, Esq.
William A. McClain, Esq.
John P. Concannon, Esq.

L-3

LAW OFFICES
OF
WILLIAM L. TAYLOR

2000 M STREET, N.W., STE. 400
WASHINGTON, D.C. 20036

WILLIAM L. TAYLOR
DIANNE M. PICHÉ*

TELEPHONE
(202) 659-5565

June 2, 1988

Mr. John Andrew West
West, Cutcher & Gilday
Vernon Manor
2810 Burnet Avenue
Cincinnati, OH 45219

Dear John:

I have now had a chance to review the job description for Frank Fields as Director, Bronson settlement agreement that you filed with the court by letter of May 20, 1988.

While the appointment of Mr. Fields and the specification of his responsibilities are constructive steps, counsel for plaintiffs do have problems with the job description as filed.

One major concern is that the job description, while listing responsibilities, does not meet the major standard set forth by Judge Rice in his April 29 Entry of setting forth "in clear and unmistakable terms, his [Mr. Fields'] authority to carry out those responsibilities" Entry, p2. While listing sixteen "major duties and responsibilities" related to the settlement, the job description nowhere specifies the authority of Mr. Fields to take corrective action where in the exercise of his monitoring duties he discovers violations of the settlement or problems that may lead to such violations.

Here are a couple of examples. Both before and during the midpoint hearing, plaintiffs presented information about racial isolation at specified alternative school programs (e.g., Burton and Bond Hill) and suggested that action was needed to terminate those programs or to bring them into compliance with the settlement agreement. Yet nothing that we can see in the job description delineates any authority of Mr. Fields (either with or without the specific mandate of the superintendent) to take corrective action in this situation. Similarly, as you know, plaintiffs have been concerned about delays in the revision of discipline policy. The job description gives Mr. Fields authority and responsibility to "convene the _ad hoc_ discipline committee", but no authority to set deadlines for the submission of policy changes in discipline or other areas to the Superintendent.

*ADMITTED IN MARYLAND ONLY

In setting forth these concerns, I realize that plaintiffs may be venturing into a sensitive area. Please be assured that we recognize the prerogatives of the Superintendent and of CPS in establishing an organizational structure and have no wish to intrude on these prerogatives. At the same time, we have long believed that having an office with responsibility and authority to implement the settlement agreement is crucial to continued progress under the agreement. That is why we raised the matter several months ago and stressed it in our discussions before the midpoint hearing. That's also why I wrote to you on May 13, asking for an opportunity to review the job description with you before it was submitted to Judge Rice. (I recognize that time constraints may have made this difficult for you).

In our view, the job description submitted meets part of the need but simply does not go far enough to assure that there will be a person with authority, accountable only to the Superintendent. We agree with Judge Rice that "responsibility without authority is nothing" and that "there is a desperate need for a point man in the school system". Tr., April 21, 1988, p 5. The section entitled "General Responsibility and Authority" is far too general to meet this need.

After you have had an opportunity to review the comments with the Superintendent, please give me a call. I would hope we can work informally to iron out the problems.

Sincerely,

Bill Taylor

William L. Taylor

cc: Judge Rice
Counsel of Record

L-5

Law Offices of
West, Cutcher & Gilday
Attorneys & Counsellors at Law
Vernon Manor
2810 Burnet Avenue
Cincinnati, Ohio 45219
513-751-1400

John Andrew West
Timothy R. Cutcher
Michael D. Gilday

June 14, 1988

Mr. William L. Taylor
Attorney at Law
Suite 400
2000 M. Street, N.W.
Washington, D.C. 20036

Re: Mona Bronson vs. Board of Education,
City School District, Cincinnati, Ohio, et.al.
Case No. C-1-74-205

Dear Mr. Taylor:

In response to your letter of June 2, 1988, concerning the appointment of Frank Fields as Director of The Bronson Settlement Agreement and more particularly, the Position Description forwarded to Judge Rice pursuant to his written Order of April 29, 1988, please be advised that you are correct when you state that . . . "the job description nowhere specifies the authority of Mr. Fields to take corrective action where in the exercise of his monitoring duties he discovers violations of the settlement or problems that may lead to such violations." The reason why the Position Description reads as it does is because the Superintendent has not relinquished her responsibility for implementing and administering the Bronson Settlement Agreement to Mr. Fields. Dr. Lee Etta Powell, as District Superintendent, is still the person in charge of implementing and administering the Bronson Settlement Agreement and, therefore, the authority to direct settlement activities and to make decisions and changes with regards to settlement implementation remains solely with Dr. Powell.

The role of Mr. Fields in the position of Director of The Bronson Settlement Agreement is to assist and to represent the Superintendent. He has direct authority to supervise and direct the staff assigned to his department but he does not have direct authority beyond his department.

In the examples mentioned in your letter, Mr. Fields has the responsibility of reporting and recommending to the Superintendent but the decision to take corrective action and the manner or type of action taken, is not within his authority. The Superintendent reserves the authority to make all program, policy and administrative changes, for to do otherwise, would create chaos and ultimately result in destruction of our public school system.

Bill, we understand your concerns and we are not offended by your expressions nor are we trying to circumvent, directly or indirectly, the Orders issued by Judge Rice. We are simply trying to do what is in our judgment, that which is best for the Cincinnati Public Schools and at the same time, completely comply with the terms of the Settlement Agreement. Our educational system and our community are unique and that is why the resolution of this litigation is unique. We are not Cleveland or Columbus or Boston. We are Cincinnati, Ohio, and because we are different, we must be permitted to operate differently.

The Director of the Bronson Settlement Agreement is a department level position reporting directly to the District Superintendent. The Director and his staff have the singular charge of coordinating and monitoring total implementation of the Settlement Agreement. The Director is responsible for keeping the Superintendent informed as to implementation activities and for making recommendations to the Superintendent on action to be taken. The final decision to act and the authority to act remains with the Superintendent. If the Director had the authority to make program, policy and administrative changes independent of or in conjunction with the Superintendent, not knowing all the facts which only the Superintendent could know, the end result would be turmoil. It is for this reason that the Director of the Bronson Settlement Agreement has restricted authority and not the breadth of authority mentioned in your letter.

I sincerely trust that this letter satisfactorily explains the breadth of authority imparted upon the position of Director of The Bronson Settlement Agreement and the reason why the Position Description reads as it does.

If you wish further clarification or further discussion, please advise.

Sincerely,

JOHN ANDREW WEST

JAW:kc

cc: Dr. Robert Evans
Mr. Reginald Govan
Mr. Thomas Atkins
Ms. Trudy D. Rauh
Mr. Mark O'Neill
Mr. William A. McClain
Mr. John P. Concannon
Judge Walter H. Rice
Dr. Lee Etta Powell
Mr. Lynn E. Goodwin

JOB TITLE: Director, Bronson Settlement Agreement

DEPARTMENT: Office of the Superintendent

REPORTS TO: Superintendent

SUPERVISES: Staff members assigned to Bronson Settlement Agreement Office

GENERAL RESPONSIBILITY AND AUTHORITY: Take charge of implementing and overseeing implementation of all district activities directed towards complete compliance with the Bronson Settlement Agreement as assigned by District Superintendent. The director will have access through the Superintendent of Schools to services of the various offices as these services may impact on Settlement activities.

MAJOR DUTIES AND RESPONSIBILITIES:

(1) Assures the annual tabulation of Taeuber Index levels for elementary, middle/junior and high school, interprets the data in relationship to the 1991 goal and distributes data to all appropriate parties.

(2) Gauges the impact of new alternative programs on the Taeuber Goal and advises the Superintendent on needed action. Participates in the planning, development and implementation of alternative programs.

(3) Convenes the Ad Hoc Discipline Committee consistent with the terms of the Agreement.

(4) Coordinates with the Area Assistant Superintendents special strategies for the improvement of basic skills of students in low-achieving schools.

(5) Represents the Superintendent at Communitywide Task Force meetings keeping the committee informed of Bronson Settlement activities in the District.

(6) Represents the Superintendent to the Alternative Schools Committee as to implementation of new alternative programs.

(7) Recommends policy and monitors admission criteria for student entry into the alternative education programs, and administers the open enrollment transfer policy.

(8) Receives and reviews all research reports and statistical data related to alternative schools and the Settlement Agreement and provides this information to the Superintendent prior to distribution.

(9) Directs the preparation of bulletins and related materials for city-wide use for information and recruitment to alternative schools.

(10) Monitors staff racial balance to assure compliance with Board Policy and the Settlement Agreement.

(11) Monitors the placement of students in buildings to determine whether modifications are needed to reduce racial isolation.

(12) Develops annual budget for alternative programs and monitors Bronson Settlement budget and develops budget reports as appropriate.

(13) Assumes overall responsibility for the development of all applications for federal funds in the area of alternative programs, working closely with the district's Grants Administrator.

(14) Assumes overall responsibility for the preparation of necessary reports concerning alternative programs.

(15) Revises and updates alternative school manuals and policies and procedures.

(16) Performs other duties as assigned by the Superintendent.

5/20/88

L-10

Law Offices of
West, Cutcher & Gilday
Attorneys & Counsellors at Law
Vernon Manor
2810 Burnet Avenue
Cincinnati, Ohio 45219
513-751-1400

John Andrew West
Timothy R. Cutcher
Michael D. Gilday

July 29, 1988

Judge Walter H. Rice
United States District Court
Southern District of Ohio
200 West Second Street
P.O.Box 818
Dayton, Ohio 45402

Re: Bronson v. Board of Education, et.al.
Case No. C-1-74-205
Position Description For Bronson
Settlement Director

Dear Judge Rice:

Please find enclosed a letter addressed to you from Dr. Lee Etta Powell in response to your written request of June 29, 1988.

My client and I trust that this document meets with your approval.

Sincerely,

JOHN ANDREW WEST

JAW:kc

Enclosure

cc: Dr. Robert W. Evans
Mr. William L. Taylor
Mr. Reginald Govan
Mr. Thomas I. Atkins
Ms. Trudy D. Rauh
Mr. Mark O'Neill
Mr. John P. Concannon
Mr. William A. McClain

L-11

CINCINNATI PUBLIC SCHOOLS
Claude V. Courter
Education Center
230 East Ninth Street Cincinnati, Ohio 45202

July 29, 1988

Judge Walter H. Rice
United States District Court
Southern District of Ohio
200 West Second Street
P. O. Box 818
Dayton, OH 45402

RE: Bronson vs. Board of Education, et.al.
Case No. C-1-74-205
Addendum to Position Description
For Bronson Settlement Director

Dear Judge Rice:

Pursuant to your written communication of June 29, 1988, to John Andrew West, Trial Counsel for the Cincinnati Board of Education in the above referenced matter, I am writing to supplement and clarify the position description previously tendered for the position of Director of the Bronson Settlement Agreement for the Cincinnati Public Schools. This letter speaks directly to the authority of the director to act as the coordinator and expeditor for complete implementation of the Settlement Agreement. Frank Fields is the incumbent director.

The Director of the Bronson Settlement Agreement is a department level position reporting directly to the District Superintendent. The Director and his assigned staff have the charge of coordinating, monitoring and expediting total implementation of the Settlement Agreement. The responsibility for implementation of the Settlement Agreement remains solely with the District Superintendent, however, the Director is responsible for keeping the Superintendent informed as to all implementation activities and for making recommendations to the Superintendent on action to be taken.

All reports, documents and other information generated by Cincinnati Public Schools staff related to or in any manner connected with Bronson Settlement activities must be channeled through the office of the Director for initial review and approval.

The Director receives direction and authority directly from the Superintendent and has a direct line of communication with the Superintendent so that he has as much access to the Superintendent as is necessary to carry out his charge. The authority to take action remains with the District Superintendent; however, the Director initiates action by informing, advising and recommending to the Superintendent.

Telephone (1-513) 369-4000

L-12

The Director has limited direct or personal authority. The role of the Director is to assist and to represent the Superintendent in all matters related to implementation of the Settlement Agreement. The Director functions as a coordinator, a monitor and an expeditor. The Director serves as an administrative assistant to the Superintendent with direct supervisory authority over his assigned departmental staff. The Director exercises authority beyond his department through the District Superintendent and under the signature of the Superintendent.

Judge Rice, I have a vested interest in making certain that the Cincinnati Public Schools meet the terms of the Bronson Settlement Agreement. To that end, I am committed to the success of the Bronson Settlement Office in carrying out its responsibilities; therefore, you can be assured that the Director has my ear and my gavel whenever and to whatever extent they are needed. Therefore, I pledge to you that I will fully and faithfully support the Director as he carries out his assigned responsibilities, but please keep in mind that the Director is not charged with the responsibility of implementing the Settlement Agreement. Under our organizational structure, the District Superintendent is responsible for implementation of the Settlement Agreement and the Director of the Settlement Office functions as an assistant to the Superintendent and under the direction of the Superintendent.

I am aware that you are very concerned with the authority imparted to the Director of the Settlement Office; and in recognition of your concern, I have detailed that authority herein. It is my firm belief that the position of Director of the Bronson Settlement Agreement has all the direct and/or personal authority needed to function in the role of coordinator, expeditor and monitor of the Settlement Agreement.

Thank you for this opportunity to further clarify the position description previously tendered for the position of Director of the Bronson Settlement Agreement, and should you desire additional information or clarification, please do not hesitate to advise.

Respectfully,

Lee Etta Powell

Lee Etta Powell, Ed.D.
Superintendent of Schools

LEP:nls

cc: John Andrew West, Attorney at Law
Robert L. Braddock, President, Cincinnati Board of Education

APPENDIX M

COMMUNITYWIDE TASK FORCE MEETING

October 3, 1988

Minutes

The October 3, 1988 meeting was attended by Hoehne, Jones, Schwab, Seitz, Spencer, and Spiegel, with Fields and Evans in attendance as observers. Minutes of the September 6 meeting were approved with the correction that Mrs. Spencer was in attendance.

The group decided to take no collective action on the proposal to reschedule Board of Education meetings; each member may respond separately if they desire.

Lillian Jones was appointed to take Dwight Wilkins' place on the Alternative Schools Committee.

Frank Fields reported that alternative programs in Health Careers and Communication Arts are being pursued for high school in 1989-90. He further reported that the Coordinating Committee has been reconstituted and has held one organizational meeting.

In response to questions, Mr. Fields reported:

1) attendance in the new Price Hill schools is very good, but it is less certain in the West End schools;

2) the district has a cross-cultural K-12 curriculum;

3) 4 of the 7 Low Achieving Schools showed demonstrable progress, and although there was consideration given to replacing some of these schools with other lower achieving schools in the "LAST" program, it was determined not to do so until 1990-91 or after.

Mrs. Spiegel requested that Dr. Green be asked to a future meeting to discuss the cross-cultural program and that Bob Gazaway be invited to discuss the Low Achieving Schools project, and specifically why it was determined not to drop the better performers and substitute others.

Dr. Evans reported that the Taueber count begins October 3.

Lillian Jones conveyed Karla Irvine's request that the Task Force send a letter of support to her for the Ohio Housing Finance Agency, to support the program of targeted incentives for eligible persons under the state mortgage bond program who decide to live in integrated census tracts. After discussion, it was voted that Karla should draft such a letter for the co-chairs to sign or revise if necessary.

Marilyn Hoehne raised concerns over the extent to which the Task Force has focussed on the Settlement's requirement, and on our mission statement's goal, of ensuring that integration takes place through educationally sound programs that produce quality integrated education. Among the concerns raised in the ensuing discussion were over perceived lowered teacher and principal expectations, test score performance, and "what the teachers, students, and parents think" about the quality of the educational environment being offered in C.P.S.

It was agreed that these serious questions should be raised again in November so that a more complete quorum could help shape the issues.

Mrs. Spiegel reminded everyone that the agenda we agreed on some months ago needs to be developed and pursued, and that that might be a way of addressing Mrs. Hoehne's concerns.

Whereupon, the meeting adjourned at 9:00 P.M.

Respectfully submitted,

William J. Seitz
Acting Secretary

School tally

How individual schools performed on the California Achievement Test compared to the national norm.

Elementary

	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Anderson Place	568	45.8	566	37.6	568	49.1
Bond Hill	387	31.3	387	29.7	385	30.1
Bramble	303	43.6	305	40.7	304	46.1
Burton	404	31.7	408	27.9	408	39.5
CAPE Primary	376	42.6	376	46.3	379	53.0
Carson	407	51.1	409	53.8	407	57.0
Carthage	288	42.7	288	43.8	287	51.6
CBA/AWL	560	61.1	560	61.3	616	57.0
Central Fairmount	468	34.2	466	31.5	468	47.0
Chase	799	25.5	800	20.5	792	29.0
Cheviot	317	39.4	316	33.5	318	45.6
Clifton	487	50.5	484	46.1	504	47.6
College Hill	411	49.6	406	48.0	409	55.5
Covedale	474	61.0	472	62.7	473	65.5
Douglass	513	29.0	512	28.3	502	29.1
Eastern Hills	568	35.2	563	32.9	567	36.5
Fairview	437	71.9	437	69.3	438	72.1
Hartwell	411	43.6	406	48.5	410	49.0
Hays	261	14.6	262	18.7	261	29.1
Heberle	473	19.0	474	18.1	494	38.3
Heinold	392	24.5	391	17.1	387	34.1
Hoffman	281	30.2	281	32.4	280	41.4
Hyde Park	272	48.2	272	41.5	271	58.7
Kilgour	341	66.0	340	62.6	340	67.9
Kirby Road	401	35.2	403	26.3	401	33.7
Linwood	259	48.4	258	61.0	259	56.8
Losantiville	228	60.5	205	69.8	228	69.7
McKinley	207	24.2	206	22.3	207	27.1
Midway	391	49.9	390	56.9	391	63.9
Millvale	234	16.2	234	15.4	236	28.8
Mt. Airy	491	45.2	487	42.1	488	46.3
Mt. Washington	448	62.5	446	58.3	447	61.1
North Avondale	409	68.9	408	63.5	407	70.0
North Fairmount	317	25.2	313	21.7	316	30.4
Oyler	416	15.1	418	14.4	421	22.6
Parham	366	28.1	363	26.9	363	33.3
Pleasant Hill	516	41.5	516	37.6	519	36.8
Pleasant Ridge	465	44.5	464	43.8	464	50.6
Quebec Heights	650	36.2	655	34.2	654	49.2
Rockdale	556	29.1	553	29.1	554	27.8
Roll Hill	325	33.2	323	35.3	320	37.2
Roosevelt	317	17.0	317	17.7	318	32.4
Roselawn/Condon	586	64.0	584	68.5	585	67.5
Rothenberg	329	12.8	339	12.7	327	19.0
Sands	526	63.9	526	64.6	524	69.7
Sayler Park	422	48.8	420	47.9	419	67.1
Schiel-Primary	265	57.7	263	56.3	264	48.1
Silverton	369	42.3	366	46.2	366	51.9
South Avondale	343	33.8	341	38.7	342	47.7
Swifton	284	42.3	285	41.1	286	48.7
Taft Elementary	307	30.6	288	29.2	308	39.3
Vine	193	25.4	194	23.7	194	32.0
Washburn	414	38.4	417	42.9	406	46.6
Washington Park	433	22.4	431	20.4	433	20.1
Westwood	448	47.1	446	46.9	449	53.7
Whittier	581	35.6	582	36.1	580	50.2
Windsor	279	29.4	280	25.4	280	39.6
Winton Place	381	18.9	381	13.6	384	22.1
Woodford	289	70.9	290	74.1	290	79.7

Junior/Middle

	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Bloom	328	13.1	321	12.1	326	18.1
Crest Hills	415	20.5	413	16.9	413	22.0
Dater	699	38.9	701	34.7	689	40.1
Gamble	466	31.3	461	31.2	465	30.8
Merry	391	14.1	381	11.5	416	23.6
Peoples	654	27.5	650	20.8	650	20.0
Porter	209	16.7	206	17.5	208	21.6
Roberts	517	25.5	522	22.4	514	19.3
Schwab	523	26.6	505	19.6	555	16.0
Shroder	308	38.0	307	33.6	306	35.3

Senior

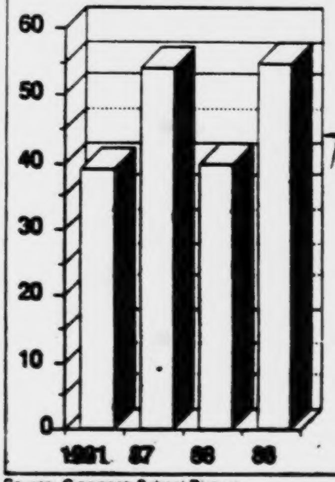
	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Aiken	817	26.1	855	14.3	874	18.0
CAPE	816	23.2	813	18.1	816	23.4
Hughes	699	20.2	717	11.0	683	14.1
SCPA	925	72.2	918	65.3	913	68.8
Taft	567	13.2	575	7.7	566	12.0
Walnut Hills	1663	97.3	1695	92.4	1688	94.6
Western Hills	1461	35.5	1440	25.8	1426	30.6
Withrow	1335	30.4	1343	19.2	1265	20.5
Woodward/Camas	913	28.4	867	19.2	756	32.8

Source: Cincinnati School District

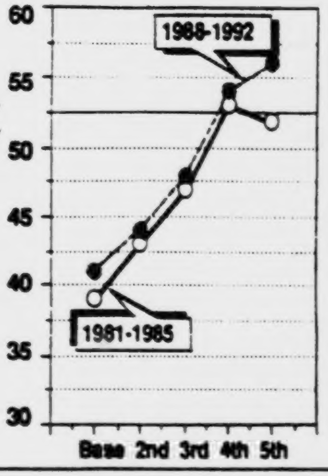
Reading scores

The first three bars in the chart at left show the percentage of Cincinnati public school students scoring at or above the national norm in reading. The fourth bar shows how students would have performed if the test had not been revised in 1988. The chart at right shows actual performance at or above the norm from 1981-1985 and projected performance at or above the norm from 1988-1992. The national norm is 50.

Reading (Grades 1-8)



Reading (Grades 1-8)



Source: Cincinnati School District

M-4

COMMUNITYWIDE TASK FORCE MEETING

September 6, 1988

Minutes

Members Present: Robert Brown, Cheryl Grant, Marilyn Hoehne, Duane Holm, Nelson Schwab, Marian Spencer, and William Seitz

Also in attendance were Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative/Settlement Office for Cincinnati Public Schools

Bill Seitz opened the meeting at 7:35 p.m. Minutes of June 27 meeting were approved.

Mr. Seitz has written letters to Dr. Powell and Pat Massey regarding motions that are reflected on page 6 of the June 27 minutes. He has not as yet received any response from Dr. Powell. He did receive a response from Pat Massey indicating that the Lazarus money was really Cincinnati Public Schools money, not Greater Cincinnati Foundation money, and it was being held for the Cincinnati Public Schools to explain what they wanted to use it for, but Ms. Massey will pass along the request of the Task Force.

The three recommendations which were made (hiring of community liaisons, recruiting of bus monitors, and evening open houses with transportation provided) were implemented. Duane Holm felt very good about the way things were going. He has not been out to the schools, but he has talked to pastors in Price Hill and the West End who think that things have gone very well.

Frank Fields praised Duane Holm and Nelson Schwab for their effective campaigning behind the scenes, and the Task Force for support of the recommendations. Two community facilitators have been employed at $2500 each. Mr. Schwab pointed out that Dr. Powell secured the money for the facilitators from the Greater Cincinnati Foundation. Mr. Fields has seen the statistics on the number of phone calls and home visits made, and while we are short on the original projection, the effort of community people was fantastic. He feels this money was well spent.

Rev. Holm said the group that he and Nelson Schwab convened agreed to meet again in October to look at what might be done this year to help get ready for the paired schools next year.

The question of Frank Fields' position description was discussed again. Dr. Evans distributed copies of three letters concerning the job description. One letter was from Dr. Powell clarifying Mr. Fields' job description, and establishing that he is reporting directly to her and has the power of her office wherever necessary. Judge Rice has decided that he will accept the job description at this point in time until some occurrence happens that causes the need for further definition of the description. There is still concern about this matter, and the topic may be revisited at a later meeting.

Marian Spencer raised the issue of whether there would be a change in the Youth Collaborative which initiated racially segregated kindergartens at Taft and McKinley. Frank Fields pointed out that those are general fund programs and they are not paid from Bronson funds. As a result of the mid-point hearing, Bronson no longer pays for Burton, Bond Hill, or Rockdale. There are no Bronson monies being expended in racially segregated schools. Mrs. Spencer feels this is not in compliance with the agreement. It was pointed out that everyone involved always knew there would be some small number of schools not in compliance, even in 1991. While the hope is to have all schools in compliance, the court mandate around the Taeuber does not present that as an ultimatum. When Taft and McKinley were presented at the mid-point hearing as problematic schools, the funding was changed. Dr. Evans said that it is clear from the agreement that you can still have some racially identifiable schools in this district and still have met every part of the Bronson settlement. One of the major things we do have now is that Mr. Fields is in charge of all Bronson funds, so we now know where the money goes, which we did not know in the past. Mr. Brown feels that if two schools are picked in which to try to make a success out of containing the dropout problem, why would the school system pick two racially segregated schools. There is something wrong with that message.

Mrs. Spencer questioned whether it would be possible to spend some Bronson funds at Bond Hill and Burton and make them a part of the change. She said the reason the court suit was entered into was because of the proposed programming and the lack of following up on that programming. She contends that this remains a very important program. Bill Seitz feels that the school system still has an obligation to do something toward desegregation, even if they tried but could not attract whites.

Since the Task Force was told at the June meeting that there is an alternative schools committee, Bill Seitz would like to know: (a) has the committee met? (b) what is the status of the Communications School? and (c) is there a change in the alternative schools policy? Frank Fields responded to the last question. He said the Board of Education may suspend any policy that it has. The last time a policy was suspended was around school closings and the creation of three magnet schools on the western side of town. The last alternative schools committee functioned under a program approval mandate, not a site mandate. Previous to that, the committee had both program and site approval. He is now reconstituting the alternative program committee, which is not a site committee. The Superintendent and the Board will reserve that right. The alternative committee will decide, based on data, that is is viable to have a program or a school of a certain type. It is a review committee. There are discussion plans at this point for additional senior high school alternatives because we will be slightly imbalanced at the senior high levels. The Communications School was mentioned again. The Alternative/Settlement Office is investigating this type of school. They are trying to locate successful models. Without the Magnet Schools Grants, the Alternative Office would be in serious trouble. The Magnet Schools grant from Washington runs out in 1989, and the school system has to assume the cost in 1989.

The Board did change alternative school policy to state that, in any alternative school where there were two or more sites, the Superintendent would have the right of assignment. Dr. Powell was not in favor of this change, since she already has the right to assign students to sites. Mr. Brown said he would like to investigate this issue further. At some later date, the Task Force may want to show some support for Dr. Powell on this issue, and this will be discussed at another meeting.

Rev. Holm discussed the assignment of the all-day kindergartens. He had been assuming that all-day kindergarten could be used as rewards for schools that are integrating, but when he looked at the percentages on the schools that are receiving the all-day kindergartens, most of them have racial percentages pretty high one way or the other. It seems as thought they are being used as bait instead. The all-day kindergartens are supposed to be racially balanced, so they were offered to schools that are not racially balanced, in order to improve this. Mr. Fields said that Bronson funded kindergartens must be racially balanced. They are to aid and improve desegregation in a given school. The additional all-day kindergartens which were funded by the tax levy did not have to follow what has to be followed for Bronson funded programs. He thinks the all-day kindergartens should be allocated to schools which are racially balanced, not to segregated schools. The Task Force members feel this is a concern that should be raised with the Superintendent. They would also like to see what the racial balance is in those schools that received the new all-day kindergartens. Marian Spencer is very concerned that the school system can still use general fund money to promote segregated schools, while it is impossible to use Bronson funds in a segregated school. She finds these two concepts totally at odds. She would like to have some clarification of that, and also where the judge comes in. The members also have more concerns about what happens after 1991. Cheryl Grant said it appears that throughout the history of the school system, many decisions were made not race-based, but as long as Bronson money is not funding one-race schools, it is ok. Yet in 1991, there will be no Bronson money and there will be the one-race schools, so if schools are going to be integrated, it can't be done without a policy change on the general fund, because it will be general fund that will maintain an integrated system or a one-race system. Mr. Fields said that in 1991 everything will be general fund, and we are obligated to maintain what we said in federal court we are doing. Marian Spencer said that, since 1973, the Board of Education has dealt with issues the Bronson Settlement addressed. She is concerned that the Board in 1988 does not understand the inability to make decisions voluntarily. She thinks the Task Force should ask the Board to look at the policy decision regarding the reason for the Bronson suit.

Frank Fields distributed copies of the new Student Handbook, which replaces the old code of conduct, and speaks to self discipline.

The meeting was adjourned at 9:15 p.m.

jlc

M-7

COMMUNITYWIDE TASK FORCE

June 27, 1988

Minutes

Members Present: Cheryl Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, William Seitz, Marian Spencer, Louise Spiegel, W. Monty Whitney

Also in attendance were: Dr. Lee Etta Powell, Superintendent of Schools; Dr. Robert W. Evans, Facilitator; and Frank Fields, Director of Alternative/ Settlement Office for the Cincinnati Public Schools

Cheryl Grant opened the meeting at 7:40 p.m.

Ms. Grant introduced Dr. Lee Etta Powell, who attended the meeting to discuss some of the concerns raised by the Task Force. Dr. Powell stated that she would like to meet periodically with the Task Force and perhaps maintain more regular communications than has been done in the past. She said she knows the members are concerned about the plans for September, 1988, with the new alternative schools that are scheduled to open, and with the new neighborhood schools. She feels that dedication to desegregation has to be the responsibility of all of the staff in the Cincinnati Public Schools in order for us to achieve our goal, it is not just the responsibility of alternative schools and open enrollment.

Dr. Powell stated that a Management Plan has been developed by Frank Fields and his staff. Some of the items in the Management Plan have moved forward as expected. They are trying to do as much as possible with the resources available, recognizing that what she would desire to do, particularly as it relates to facilities, may not be as comprehensive as expected, so they are trying to see if there are other ways they can get some external help beyond what resources would allow for the enhancement of the physical facilities, particularly in the schools in the West End.

There are some initiatives underway, which are in the embryonic stage, that are planned for future desegregation. She said she would be happy to share with the group the possibilities the school system is looking at. She then opened up the discussion to questions.

Areas of concern raised by members of the Task Force include:

1. Frank Fields' position description - The Task Force would like to know to what extent Mr. Fields has the authority to do those things that are assigned to him, responsibility-wise, such as people who do not directly report to him. It appears that the line of authority, in many cases, does not flow to him.

   Dr. Powell responded that she has modified the reporting procedure in the position description to have Mr. Fields reporting directly to her office. Through her office, then he is empowered to do what needs to be done in terms of the desegregation agreement. Basically, he is her designee in all efforts in regard to this. Bill Seitz brought up the question about what happens when there is conflict with someone who reports to someone other than Mr. Fields. Does he have the authority to have that person do what he says? Dr. Powell said that if Mr. Fields observes that there is something going on, or if there is a violation of what would be appropriate action, then she can authorize him to make changes if needed, if those things are not done through normal operational procedures.

2. Dr. Powell discussed the reporting procedure between the Superintendent and the Facilitator. As a result of the midpoint hearing, several changes occurred. One was that the Judge requested a different reporting sequence, requesting more frequent reports as opposed to just the annual report, and also that there be more collaboration in the development of the report. The Judge also ordered that there be quarterly meetings between the parties so that when we reach the next hearing point in December, 1989, that he won't be starting all over again. Dr. Evans agreed that this was his understanding also.

3. Nelson Schwab said there had been some discussion about the 3 LSAC specialists, and the possibility that Mr. Fields might pull those three into the Price Hill/West End area, particularly for the summer activity since there is not a lot of time until September. Mr. Schwab questioned that if the area assistant superintendents didn't think this was a good idea, then Frank Fields would not have authority to countermand them. Would he report to Dr. Powell that this idea has merit from a Bronson standpoint, and that Dr. Powell's office would then be the authority to make that happen. Dr. Powell said that the Senior Staff meets regularly to discuss what needs to be done. She pointed out that the LSAC specialists have a number of responsibilities. She said that the information specialists are now housed in Mr. Fields' office, and they have responsibility almost exclusively for issues around the Settlement Agreement.

4. Bill Seitz asked about the current status of the Communications Alternative, specifically, when will it be operative? Is there anything the Task Force could do? Dr. Powell said that Mrs. Spiegel had written a letter to her regarding this program. She said that up to now this has been exploratory. The administration has talked to people at Miami University, where they have the college program. There has been a search to determine if there is a prototype anywhere in the country, but up to this point, they haven't found one. There have been four meetings, one of which was a trip to Ohio University. They do have a commitment from Scripps Howard School of Journalism to assist in developing curriculum. Mr. Seitz asked if this would go to the Alternative Schools Committee, and Dr. Powell said it would.

5. Karla Irvine's concern is the way alternatives and sites are selected. She understood that the original way alternative were handled had something to do with the site where the alternative might be. This now is being handled differently. Dr. Powell said they have not gotten into site selection for the Communication School because they don't know what the general concept of the program is yet. Ms. Irvine is concerned about how the school system is going to meet the expectations of a different process. Dr. Powell said that right now there is nothing to go to the community with. In relation to this, Louise Spiegel suggested that there might be

someone within the staff that could some "birddogging" to find information in order for Dr. Powell to make judgments about the communication school.

6. Louise Spiegel also voiced concerns about the formation of another discipline committee. Mr. Fields explained that there was a central discipline committee which was separate and distinct from what the Settlement Agreement does, which is an Ad Hoc Discipline Review Committee. The discipline committee that met for over a year looked at the legal language and made recommendations for change, etc. The Ad Hoc Committee that he chairs is empowered to review changes in policies that the Superintendent is going to present to the Board. It is not a working committee to the extent that the old Central Discipline Committee was. Legal review is the function of John Concannon, who is now the Legal Counsel for the Board. Rev. Holm said that there was a special discipline committee established to meet the recommendations of the Settlement Agreement. There was also an ongoing discipline committee created to review discipline regulations in the school district. Those two were combined into one, and made their final report. Now there is a problem of having to reconstitute something that will meet the needs of the Settlement requirement. Mr. Fields explained that there has been a central discipline committee since 1966, which continued until last year. The Ad Hoc Discipline Committee existed prior to his involvement, and consisted of five or six principals. When he had to review pending board policy and administrative procedures relative to discipline, he felt he would be functioning in a vacuum if he did not invite all of those people who had worked on the discipline committee to say that here is what is now emerging from their work and her are the policies that may go forward. Dr. Evans pointed out that the Settlement Agreement said there would be Task Force representation on all the committees.

   Dr. Powell said there was a report that came forward which was a division and totally different approach to discipline. There were many concerns, one of which was the number of suspensions and expulsions, and another was the fact that the current policy was written in a hurry. Some administrators said there were times that some students were being recommended for expulsion because they had no other choice, even though their judgment told them they could do something else. They further told her that if they did not suspend or recommend for expulsion, then they were admonished and in professional jeopardy. Subsequently, a new approach to this will be reflected in what is now called A Student Handbook, as opposed to a discipline policy. The handbook will now include not only the discipline code, but it will also include things such as student responsibility, student rights, and some expectations from parents, school staff, and students, etc. It will lay out very clearly what the rules are around students' behavior in school.

Bill Seitz asked Dr. Powell what other things were in the embryonic stages. Dr. Powell's response:

A. The High School of Excellence - A school for which Cincinnati Public Schools received a grant from the Department of Labor through the private industry. It is designed for students-at-risk, not only students who are in school, but also to reclaim former dropouts. It will temporarily be housed at Highlands.

B. A pilot program being offered by the State Department of Education, which is for students ages 3-5 and 6-8, which is called an Early Childhood program.

C. A Middle School program is also being considered.

Dr. Powell said these programs will better serve the students educationally, and to help move forward with the Settlement Agreement without having to rely on the alternative school program.

Nelson Schwab stated that it was very helpful to receive the position description for Frank Fields because it spells out that Mr. Fields is supposed to be Dr. Powell's representative to the Task Force, and that he is to participate in the planning, development and implementation of alternative programs. He would assume that the Task Force can then look to Mr. Fields for progress reports on new alternatives and that he will be a part of the planning process. Mr. Schwab asked if Judge Rice had approved the job description which Dr. Powell submitted. Dr. Powell said she did not know as yet.

There were questions about the Youth Collaborative, and the two segregated elementary schools. Dr. Powell responded that when she came to the school district in October, 1986, there had been a lot of discussion about students-at-risk. A committee involving administrative staff and members of CFT worked on developing a guideline for demonstration schools. The original proposal would have sited a program at Hays/Porter. They attempted to design special demonstration programs, one at the elementary level and one at the junior high school. There were specific concerns about the dropout population. Often when we think about dropouts, we think of black students. But, in Cincinnati when you look at dropouts, you have to think black and Appalachian students. They wanted to keep students in school in both populations. They started out with 10 or 12 schools with a high risk population. Each school was told the guidelines for demonstration schools and was told that they could apply, which meant they had to make certain kinds of commitment. The application had to reflect the support of the administrators, staff and LSAC. The committee reviewed applications, and conducted interviews with each of the schools. As a result, the two schools recommended to house the demonstration schools were McKinley and Taft. At Taft there is some parent involvement, but they have also gotten some adult volunteers to help. At McKinley there were parents who wanted some type of parent organization and some training so that they might be able to assist students, and that is developing.

Dr. Powell also pointed out that the demonstration schools were established prior to the organization of the Cincinnati Youth Collaborative. The Collaborative recognized that it would be beneficial to start with early childhood education in order to reduce dropouts, so they decided to sponsor two pre-school programs. Because Taft and McKinley already had the initiative, plus the all-day kindergartens at both locations, the Collaborative determined they would be good places to add pre-school programs.

Karla Irvine voiced serious objections to Taft and McKinley being selected before the Collaborative was formed, because they are racially segregated. She said it seems to her that Bronson is a low priority of the administration, and that unless it is constantly in front of them, it is forgotten She said it is much easier to begin integration at ages 4 and 5, than to wait until later.

The problem about Bond Hill and Burton was brought up by Bill Seitz. Both schools still remain at 90% one race and no state funds are being used on them, which is in compliance with the Settlement. But, if no state funds are used, something still has to be done to further the cause of desegregation. He asked if there is anything more concrete that is being done with respect to those schools. Dr. Powell said she does not have anything to offer at this time.

Mr. Seitz also had concerns about the monthly status report which shows that the Price Hill schools are not filled. Mr. Fields said the schools are filled, as of today. He said the school system made a promise to Quebec Heights and Carson parents, so slots were held open for them until we could contact the parents. The parents were contacted and urged to register their children, but a lot of white parents have not been heard from yet. He feels many people will walk into those schools in September and register their children. Spaces that are left will be filled based on the applications we have. Mr. Seitz asked if this meant that all of the students from Price Hill who wanted to get into one of the three new alternatives and made the application within the due time have been accepted. Mr. Fields said yes, but you still have to consider race by grade level. There might have been a heavy influx at grade 2, so some of those students did not get accepted. Grade 6 was short of applications, so some of those slots were filled by other white students who applied. There was a priority period for students in Quebec Heights and Carson, but Whittier was not promised acceptances. Mr. Fields stated that 50% of the students in the three school areas did not get accepted. Those students who were not accepted into the three new programs were sent letters telling them that their new neighborhood schools were Hays, Heberle, Bloom, or Porter.

The all-day kindergarten issue was brought up by Marilyn Hoehne. She said she did have some discussion with Dr. Powell who told her that there was some process underway and some assignments have been made. Dr. Powell said there were 20 positions allotted for all-day kindergartens. If a school already had a half-day kindergarten, then they could increase that to all-day. Criteria was established for the all-day kindergartens, and each school was notified of the criteria. Part of that criteria was related to their efforts to desegregate their schools. She believes that the schools have been designated. Mrs. Hoehne wanted to know how the parents of incoming kindergartners will be notified that an all-day kindergarten is available at their school. Dr. Powell said that would be a school-by-school decision. Guidelines stated that schools should also be able to offer half-day kindergarten as well as all-day.

Louise Spiegel asked Dr. Powell if the Long Range Plans had been implemented. Dr. Powell said they have. She presented the goals for the 1988-89 school year to the Board this morning. There were nine goals presented. Those nine reflected the report of the Long Range Planning Steering Committee. In addition to that report and the goals, there also was an assessment of the district in terms of what the needs are, and those needs were keyed into the Long Range Plan. Many sections of the report have already been implemented.

Dr. Powell left the meeting at 8:55, and stated that she would be glad to return when there are additional issues.

Rev. Holm distributed a copy of his report and briefly went over it. The group that he and Nelson Schwab convened said they would be willing to meet again in October to look at the question of trying to find additional resources to help the four paired neighborhood schools to get ready for August, 1989. There are areas that need additional resources, but Rev. Holm doesn't feel they will be able to locate the resources to meet those needs. At this time, the Greater Cincinnati Foundation was not able to provide funds. The Youth Collaborative is running behind in funding and didn't feel they could contribute. Rev. Holm said that a high concern of the community people is bus monitors. They did not seem to feel that fix-up, clean-up was quite as important. There will be the regular scheduled maintenance done, but there will not be anything over and above that happening in terms of painting or maintenance because of the reassignment of students. Marilyn Hoehne suggested that community councils

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NEXT MEETING
2 MAY 1988
7:30 P.M.

COMMUNITYWIDE TASK FORCE MINUTES 13 APRIL 1988

PRESENT: Grant, Holm, Irvine, Schwab, Seitz, Sells, Spencer, Spiegel, Whitney
REGRETS: Johnson-Baker
ABSENT: Brown, Hoehne, Jones, Wagstaff

Seitz chaired the meeting.
Holm took minutes.

The Communitywide Task Force met 13 April 1988 at 8:00 a.m. at the MARCC office to draft a statement to the Mid Point Hearing on the Bronson Settlement Agreement.

Following intensive discussion, we altered and amended a draft statement that had been circulated before our regular 4 April 1988 meeting.

It was moved, seconded, and passed:

- The Communitywide Task Force should adopt a statement to the Mid-Point Hearing on the Bronson Settlement Agreement. (7-0-0).
- The Communitywide Task Force should make our statement verbally and present a copy to the Court. (6-1-0).
- (Co-chair) Seitz and a Task Force member-to-be-designated by (Co-chair) Grant should present our statement verbally on behalf of the Task Force. (7-0-0).

Seitz will draw up the agreed-upon Statement in proper legal form (enclosed). All Task Force members are urged to attend the Mid Point Hearings Thursday 21 April 1988 beginning at 9:00 a.m. (and possibly extending through Friday 22 April 1988) in a U. S. District Courtroom-to-be-decided-upon.

Meeting adjourned.

Next regular meeting of Communitywide Task Force will be Monday evening 2 May 1988 at 7:30 p.m. at the office of the Facilitator located at 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

could try to get volunteers to help paint, etc. The Hamilton County Human Services indicated that 53 schools have expressed an interest in their program. They could probably identify people for the schools that are immediately involved.

The real concern is about the 800-900 students who arrive at new schools, some of them aren't going to be happy. They would like to try to ensure that these students do arrive, and in a good frame of mind.

Louise Spiegel again stated that Ralph and Gladys Lazarus set up a million dollar trust within the Greater Cincinnati Foundation for minority children in this community. She felt this should be explored.

Principals of the seven Low Achieving Schools were sent letters stating that they can expect 20% less money this next budget year than they previously had. Mr. Fields pointed out that the Bronson Settlement budget will be 1.5 million dollars short by 1991.

There was a lot of discussion about the monies allocated to facilitate the opening of school. Bill Seitz made a motion that:

(1) A letter be sent to Dr. Powell requesting the list of enhancements that were promised on March 11, by building and amount,
(2) Dr. Powell be asked to fund at least two of the three suggestions recommended in Rev. Holm's report,
(3) The Task Force should investigate the money allocated by Ralph and Gladys Lazarus to the Greater Cincinnati Foundation for possible funding,
(4) A letter be sent to Mr. Baringer requesting that he explore the possibility of whether communities would be willing to assist in going beyond scheduled maintenance for painting, etc. between now and the start of school.

All motions were approved.

Bill Seitz asked that members be sent a list of the all-day kindergartens that were approved.

The next meeting will be held on Tuesday, September 6.

The meeting was adjourned at 9:25 p.m.

jlc

M-13

COMMUNITYWIDE TASK FORCE

June 6, 1988

Minutes

Members Present: Robert Brown, Cheryl Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway Sells, Marian Spencer, Louise Spiegel

Also in attendance were: Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative Schools/ Settlement Office for the Cincinnati Public Schools

The meeting began at 7:45 p.m., and was chaired by Bill Seitz

The minutes of the May 2 meeting were approved.

Bob Brown reported on the status of the contract with Eastman, Voycke and True. As directed by the Task Force, he asked EVT to cancel everything as yet unfinished--the media buys, the brochure for Peoples, etc.--and they were able to do that completely. The total additional costs, as of yesterday, was $2200, which means there is almost $46,000 that will be returned to the Greater Cincinnati Foundation. Bob Brown and Nelson Schwab prepared a letter to send to the Greater Cincinnati Foundation regarding the money being returned to them. A motion was made and approved that the letter be sent.

Bill Seitz then asked Bob Evans to report on the statement regarding Frank Fields' position, which was to be filed with the court by May 23. Dr. Evans said the description was filed with the Judge, but he doesn't know yet whether the court has accepted it. The description says, in essence, that Mr. Fields has the responsibility to essentially do the things that are enumerated in the settlement: calculate the Taeuber, be in charge of alternative schools, open enrollment, discipline committee, check the staffing, etc. Mr. Fields does report directly to the Superintendent now. Other people who are Bronson funded report to Frank Fields, although there are still some loose ends which are being worked with. At the present time the Community Specialists are reporting to the Area Assistant Superintendents, and the Area Assistant Superintendents report to Dr. Green. Task Force members are very concerned about how Mr. Fields can be in charge of all the Bronson activities, but he doesn't have authority over many of the people responsible for implementing those activities. Bill Seitz said he feels there is nothing more foredoomed not to work is to give somebody a long list of jobs to do and then not give him the authority to do the job that is most efficacious to do it. Dr. Evans said that everything would be on hold until the Judge makes a decision on whether the position description is adequate. The members asked Dr. Evans to send copies of the position description to them. They also asked Dr. Evans to pass on to the Judge that this is an area of real concern to them, and that they may have a more definitive statement regarding this in the future.

Frank Fields reported on the Ad Hoc Disciplinary Review Committee, which he was recently asked by Dr. Powell to chair. He said the original Discipline Committee Report went to the Superintendent in January in the form of recommendations. Dr. Powell has empowered various persons in the administration to revise, supplement, or modify the code of conduct. The standing board policy required board review and approval for change. They will also look at the student handbook, and work on individual school compliance with the overall district thrust which is self-discipline, while at the same time focusing on reduction of suspensions and expulsions. Some of that work is still going forth. However, he is convening a meeting of the Ad Hoc discipline committee for this Friday, June 10, at 1:00 p.m. in the Mustang Room at Western Hills High School. The purpose of the committee is to review the outline, as well as having Mr. Spalter explain some of the other recommendations which will be going to the Board . Mr. Fields said he would appreciate it if members of the Task Force who served on the original Discipline Committee would attend that meeting. Louise Spiegel and Patricia Johnson-Baker will serve on that committee. Task Force members voiced concerns over another ad hoc committee being established to do what one committee had already done.

Bill Seitz raised the question again about the Communications Alternative School, and the letter that Mrs. Spiegel sent to Dr. Powell but never received a response. He said he is troubled that Mrs. Spiegel did write a letter stating the interest of this group in being involved in helping with this program and the desire to get it moving, but the response from the administration seems to be thanks, but no thanks. The group volunteered to do something helpful in a desegregative nature but the school system doesn't seem to be interested. Mr. Fields reported that he had a discussion with Dr. Powell on this issue. It is still on the drawing board and in the preliminary stages. (Louise Spiegel stated that at the hearing Dr. Powell had given the impression that this concept was more than a concept and that it was moving ahead.) No site has been selected. It is broader than just journalism--it would probably encompass TV and radio, etc. The grade levels would probably be 9-12. The first alternative site selection committee reviewed proposals from schools. That became somewhat complex and the charge changed to the committee recommending programs, but the administration would select the site. The group asked Mr. Fields where he thought a good location would be.

Dr. Evans then told the group that he had discussed with Dr. Powell the position Mr. Fields is put into trying to respond to issues that have not been settled, such as this one. He said it is very difficult to sit in his or Mr. Fields' chair and make statements when things are only half-baked. Things are not fact to him until they are done, and he can't go to these meetings and report that he has heard such and such a rumor. Dr. Powell said she would be more than happy to attend a meeting of the Task Force if they have issues they would like to discuss with her. Dr. Evans was requested by the members to extend an invitation to Dr. Powell to attend the next Task Force meeting to discuss their concerns.

Marilyn Hoehne also brought up the concern about whether any decision had been made about the all-day kindergarten issue that was supported by the levy. She feels it is strange that for five months it was touted as a levy issue, and since the levy passed, there hasn't been word one said about it. As far as she knows, no sites have been selected for ADK. Of the neighborhood schools, the kindergartens are the lest integrated grades within a K-6 school, mainly because they do not have all-day kindergarten.

Marian Spencer asked if there had been any concern relative to the Collaborative dealing with the two segregated elementary schools (McKinley and Taft), one is all white and one is all black. The concern is that the kind of support from the Collaborative, while good, should be reflected somehow in the concerns that the Task Force has that the integration process begin at the earliest level possible. The group feels that although outside organizations have chosen to help two schools, if they have picked two highly segregated schools to support and develop, then there is a connection between the Collaborative and the Task Force. The school system picked the two schools involved and Rev. Holm said he was concerned that the schools were picked without too much real thought, that the system was concentrating so heavily on the dropout problem, that they really didn't consider the desegregative impact. The Task Force does not understand why the school system would perpetuate segregated schools. Dr. Evans said this is outside Bronson, so he hasn't really been involved with it, but to his knowledge nothing had been done about the concern, but he feels this is another issue that should be discussed with the Superintendent.

Duane Holm reported that in the meetings he has had in Price Hill and the West End, it seemed to him that there is a need for some additional resources to make desegregation work this year and next year. He feels there are three areas of concern:

1. The paired schools that will not open until September, 1989. He thinks that if there were additional outside funding to arrange for exchanges, and shared programs (i.e. group activities, choirs, athletics, possibly someone to plan these things), through this school year, as has been done in a number of court-ordered desegregation situations, that those four schools would really start in a much better position in the fall of 1989. He feels this is crucial because to the extent that those pairings work, it would pave the way for further pairing. He wondered if it would be possible to put additional resources into those four schools during this school year so they would be ready for 1989.

2. What happens to the new alternative schools in Price Hill? He understands there will be additional federal funding to get those programs off and running, so the need for outside resources is not very great.

3. He is very concerned about what will happen to the West End neighborhood schools to which half of the kids in those Price Hill alternatives are being assigned. Half of the students who applied for the alternative schools in their own back yards got in and the other half did not, and they are now getting letters telling them their neighborhood school will now be Hays, Heberle, Bloom or Porter. Apparently there is no Bronson money either to do physical repairs on those buildings or to reach out to those kids to try to find ways to get them there next fall, and hopefully to get them there in a better mood and attitude than they might otherwise get there. If there is no (or very limited) funding within the Board for that, Rev. Holm feels that is a place where there is need for additional resources. The physical repairs are probably the less important of the two. One possible source might be the Greater Cincinnati Foundation, and another possible place might be the Partners in Education that are involved in those schools. A third place might be the Youth Collaborative. Since there are already some ways in which the

Youth Collaborative decisions have impact on desegregation, they are now on the back side of some of the desegregation decisions that are going to have a major impact on them. They are setting goals for reducing dropouts in the Taft area next year, and have programs ready to start on reducing dropouts at the high school level. Everyone knows that there are going to be major dropout problems at Bloom, Porter, Hays, and Heberle with kids that don't show up. The Collaborative may have some stake in programs and additional resources that might reduce dropouts in those schools if, for no other reason, than it is going to impact on the very problem that they have set out to deal with. Rev. Holm suggest that it might be worthwhile for him and Nelson Schwab to meet at least with the Greater Cincinnati Foundation, and those other two groups to pursue whether or not additional resources are available. If they were to do that, he feels it would be very helpful if there were support for that general posture from the Task Force that, in order to facilitate desegregation this fall and next fall, the Task Force would be in favor of attempting to locate additional resources to make some of those things happen. Nelson Schwab said that the impression he got from talking to the program director of the Greater Cincinnati Foundation is that if there was a program that was well thought out and had structure to it, that they might administer that themselves. Rev. Holm feels it might be most helpful this fall if one or two people could be put on payroll in the community to visit incoming students in the schools affected. He feels there is such a short time before school starts, that the school system does not have time to figure out ways to go and retrieve the kids that are going to get lost in the West End next August.

Bob Brown feels the school system should make this a high priority and should spend money on pairing. It is felt that it shouldn't take a lot of money, but psychologically it would make a big difference for the schools to plan for ways to bring schools and students together.

Marilyn Hoehne thinks that the importance of partners in education should not be overlooked, not necessarily for funding, but a strong relationship with the schools involved in pairing, and all the partners involved in those schools to develop incentive programs would do more to get those children interested in coming to the school and keeping them there.

The problem of the Price Hill students now showing up in the West End schools scares Rev. Holm, and how little we can do unless somebody intervenes fairly quickly. He feels that in addition to whatever their partners in education can do, that physically seeing the school building will make some difference. Somewhere we need to break down some of the imaginary fears of those students.

Nelson Schwab asked about the groups that worked to come up with the alternate plan for Price Hill (i.e. Gloria Morgan, etc.) and what they were doing in this area. Bill Seitz said that the plan was very implicit in terms of its insistence that this sort of thing be done and be funded, and so far as he knows they have been trying for two months to get some answers, but Dr. Powell has not responded to them.

Bill Seitz feels that to be realistic he thinks we would be much better off to try to secure funds to work on the pairing for 1989, because both as a matter of timing and a matter of miscommunication and poor planning from the school board, the other part of the plan could just be written off. The three alternative schools will work nicely, the people who didn't get in won't go, and no amount of money you could throw at them by the time schools open in the fall will change that. The people who wrote the alternate plan have not heard a thing nor have they been consulted. Mr. Fields did point out that Mr. Baringer and he did meet with the community people twice in the last month. Rev. Holm said he attended one of the meetings, and most of the questions aimed at Mr. Baringer and Mr. Fields pertained to how the Price Hill alternatives were going to function. There were no questions about what happens to the Price Hill kids who won't show up. Louise Spiegel suggested that the principals of those schools be contacted to see if they have any plans in this direction, and if the Task Force could help. Rev. Holm said that the principals he had talked with at a West End meeting were waiting for the names of the students assigned to their school before they do anything. He did say that Orlando Henderson at Taft High School is going to personally visit every incoming freshman this year, but while he is working on trying to reduce dropouts at the high school level, what we will see is students falling out in the 7th grade and at elementary school level.

It was decided that Rev. Holm would take the responsibility to try to convene an initial meeting to explore possibilities for additional resources.

Mr. Fields stated that three information specialists are employed through the Settlement Office who normally work from December through June. These people are going to be employed through the summer this year to help with the problems enumerated above. He also said that there will be a 2-day inservice for the staffs of those schools in August. There is also going to be a newsletter sent from each school in June, July and August. In August, he is hopeful to be able to do some student leadership training as well as involving the parents. Each school will structure their own inservice.

Karla Irvine discussed a conference in Chicago on Urban Schools and Desegregation. She distributed a brochure regarding the conference. Dr. Evans said if anyone is interested in attending, he has some money left in his budget that could be used for this purpose. Pat Johnson Baker will attend the conference from the Task Force.

Marian Spencer discussed a group who went to Merry Middle School from the State with some local persons to hear about the public schools and where they were. There were representatives from the NAACP Education Committee, and 2 or 3 people spoke about the desegregative concerns we had, but none of that was reported in the newspaper. That bothered her because she knew what had been said, and felt the media should have reported on it. They need to know that we have this concern. At the midpoint hearing there was some reference to the fact that possibly Avondale was no longer interested in desegregative education as it once was. They took another look at the neighborhood leadership and found that their thinking had not changed. She thinks the press has a lot to do with that when they don't mention that people are concerned in these areas.

The next meeting will be held on June 27, and Dr. Lee Etta Powell will be invited to attend.

The meeting was adjourned at 9:20 p.m.

jlc
6/88

JOB TITLE: Director, Bronson Settlement Agreement

DEPARTMENT: Office of the Superintendent

REPORTS TO: Superintendent

SUPERVISES: Staff members assigned to Bronson Settlement Agreement Office

GENERAL RESPONSIBILITY AND AUTHORITY:

Take charge of implementing and overseeing implementation of all district activities directed towards complete compliance with the Bronson Settlement Agreement as assigned by District Superintendent. The director will have access through the Superintendent of Schools to services of the various offices as these services may impact on Settlement activities.

MAJOR DUTIES AND RESPONSIBILITIES:

(1) Assures the annual tabulation of Taeuber Index levels for elementary, middle/junior and high school, interprets the data in relationship to the 1991 goal and distributes data to all appropriate parties.

(2) Gauges the impact of new alternative programs on the Taeuber Goal and advises the Superintendent on needed action. Participates in the planning, development and implementation of alternative programs.

(3) Convenes the Ad Hoc Discipline Committee consistent with the terms of the Agreement.

(4) Coordinates with the Area Assistant Superintendents special strategies for the improvement of basic skills of students in low-achieving schools.

(5) Represents the Superintendent at Communitywide Task Force meetings keeping the committee informed of Bronson Settlement activities in the District.

(6) Represents the Superintendent to the Alternative Schools Committee as to implementation of new alternative programs.

(7) Recommends policy and monitors admission criteria for student entry into the alternative education programs, and administers the open enrollment transfer policy.

(8) Receives and reviews all research reports and statistical data related to alternative schools and the Settlement Agreement and provides this information to the Superintendent prior to distribution.

(9) Directs the preparation of bulletins and related materials for city-wide use for information and recruitment to alternative schools.

(10) Monitors staff racial balance to assure compliance with Board Policy and the Settlement Agreement.

(11) Monitors the placement of students in buildings to determine whether modifications are needed to reduce racial isolation.

(12) Develops annual budget for alternative programs and monitors Bronson Settlement budget and develops budget reports as appropriate.

(13) Assumes overall responsibility for the development of all applications for federal funds in the area of alternative programs, working closely with the district's Grants Administrator.

(14) Assumes overall responsibility for the preparation of necessary reports concerning alternative programs.

(15) Revises and updates alternative school manuals and policies and procedures.

(16) Performs other duties as assigned by the Superintendent.

5/20/88

M-20

COMMUNITYWIDE TASK FORCE MEETING

May 2, 1988

Minutes

Members Present: Robert Brown, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Nelson Schwab, Jr., William Seitz, Halloway Sells, Marian Spencer, Louise Spiegel, W. Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative/Settlement Office for the Cincinnati Public Schools.

The meeting began at 7:40 p.m., and was chaired by Bill Seitz.

The minutes of the April 4 meeting were approved.

Dr. Robert Evans reported on his assessment of the Mid-Point Hearing, which was held on April 21. Dr. Evans said he thought the hearing was successful. He feels it turned out to be a "win-win" situation. Plaintiffs got a chance to make their points, and the defendants got a chance to make their rebuttals. The only issue to be determined at the hearing was whether or not there is reasonable doubt that the school district would not meet the Taeuber Index by June of 1991. It was clear from where they are right now, primarily as a result of the West End/Price Hill arrangement, that they are well on their way to doing that. The judge is of the opinion that they will meet the Taeuber Index. Major outcomes of the hearing, in the journal entry the court has put together, called for essentially four things:

1. Called for the district to file with the Judge by the close of business on May 23, a description for Frank Fields, that is indicative not only of his responsibilities, but also his authority to carry out those responsibilities.

2. A new interim hearing date has been established, which is December 4, 1989.

3. Mr. Fields was directed by the court to work in close harmony with the Facilitator. Then, between Dr. Evans and Mr. Fields, they will file with the court periodic reports, at least two a year, that talk about what progress is being made in the Settlement, and whatever the district is doing.

4. Counsel for both sides are to meet at least quarterly for the remainder of the time to continue dialogue about those issues that were talked about but did not become a part of the open hearing.

Bob Brown asked if a condition of the hearing is that Mr. Fields report directly to the Superintendent. Dr. Evans said there were no conditions, but it was orally said. The Judge said Mr. Fields would still report to the Deputy or the Superintendent, but he needs to have the authority to carry out his responsibilities. Mr. Brown also again questioned who Mr. Fields reports to; either to the Superintendent or the Deputy Superintendent. Mr. Fields said that he has been told that, during a meeting Dr. Green had regarding reorganization, he referred to a chart which showed a direct line from the Alternative/Settlement Office to the Superintendent. Mr. Fields did make a recommendation to Dr. Powell in March that, in order to focus attention on the Settlement issues, as far as the school system is concerned, we have to move beyond just Alternatives. Everyone in the school system knows about Alternative Programs and Open Enrollment, but 90% of the certificated and civil service staff know absolutely nothing about the Bronson Settlement. Just a simple name change from Alternative Office to Alternative/Settlement Office would at least make it visible.

There was much discussion about trying to get the Director's position description written, and it was felt there was enough clarity in terms of the concerns expressed during the hearing that there needed to be a direct line from the Settlement Office to the Superintendent; and that the job description was to be drawn up almost immediately. Dr. Evans did point out very strongly that the court will not accept a document that is less than what is expected. The Task Force will wait until the position description is available before they respond to this concern.

Bill Seitz stated that the Judge was very complimentary of the Task Force and that they keep on doing what they have been doing.

Dr. Evans thought it might be appropriate to bring up the fact that Frank Fields has been attending the Task Force meetings as a resource person from the Board. Anytime that the Task Force feels they have anything to discuss which they prefer Mr. Fields (or for that matter, the Facilitator) not to be present for, they should ask him (them) to leave. Frank Fields will continue to attend the meetings.

Bill Seitz then discussed the two things on the informal agenda for this evening: (1) an update on the situation with Eastman, Woycke and True, and (2) a directive from the group that a smaller group get together to think about the directions in which they might want to go in the next 2 1/2 years.

Bob Brown reported on Eastman, Woycke and True. He, Nelson Schwab, Chuck Sells, and Karla Irvine met a few weeks ago. As he understood it, they were empowered to do whatever they thought was best. The basic consensus was there wasn't anything particular they needed EWT to do from here on. Mr. Brown also met with Nelson Schwab and Cliff Woycke and explained to Mr. Woycke that the Mid-Point Hearing concluded that the Taeuber goals will probably be met and that as a result of that and the West Side plan, the urgency of open enrollment has somewhat diminished and that the issues they saw the Task Force turning to in the future were more internal issues dealing with discipline rate, isolation within buildings, and in that context, they probably don't have a role for a public relations firm. Therefore, the Task Force would like to get a final bill for their services this month, and also add on to that an estimated amount to finish anything in process that has to be finished. Mr. Brown had asked that they deliver this to him before this evening's meeting so that he could report it to the Task Force, and then EWT's final service would be to write a press release announcing their decision to turn back $40,000-50,000 to the Greater Cincinnati Foundation, because of the exemplary way in which EWT completed their mission ahead of time and under budget. Mr. Brown received a phone call from EWT this afternoon saying that all the bills were on their way, including estimates for a finish, but they did not arrive. He asked them to preview the bills for him. Through April 1, $43,390.90 has been spent. The bills for April are $8,366.88 of which $5,000 is for printing of the second round of open enrollment brochures. EWT estimates that the orderly completion of things that are in process would cost $17,250 with $9,000 of that money being used for media buys that they have already purchased. Bob Brown distributed copies of sample PSAs, cable announcements, and press releases, which were all directed to open enrollment. Mr. Brown felt that the Task Force could tell EWT that they want to cancel that and get the money back. He said, also, that EWT is doing some kind of special project for Peoples, which was suggested to them by John Brunner. They have written a brochure extolling the virtues of Peoples, so in the $17,000 is the cost of those brochures and carrying that project to conclusion. Mr. Fields said that by the time those brochures are printed, the application period will be over. If the Alternative Office had not had an application procedure and would have had to wait on the materials from EWT, the school system would be in serious trouble.

Bill Seitz made a motion, seconded by Karla Irvine, that EWT be told not to complete the Peoples project. Motion carried. Karla Irvine made a motion, seconded by Monty Whitney, that EWT also be requested to try to cancel the advertising dollars that are not committed. Motion was carried. Nelson Schwab distributed a proposed letter that he drafted to send to the Greater Cincinnati Foundation stating that money is being returned to them. The letter was approved, subject to appropriate modification by Bob Brown to clarify that not all work currently in progress will be paid for and completed.

A question relative to the rejection of black students from alternative programs was brought up. It seems as though the number of rejections of black students from programs is quite substantial number of children. Dr. Evans said that is an ongoing issue. Mr. Fields responded that we are under-subscribed in black children at the three new programs. For example, in grade 6 no one wants to send their children to a school for one year and then have them go to another school in grade 7. In the past we have had huge waiting lists for Montessori, but Carson is under-subscribed. All of the white "slots" are filled, but in all three grade levels black youngsters are still needed. There will be media coverage given to this, and the alternative specialists will contact black families who have children who are not accepted into other programs. Mr. Fields said that black enrollment is under-subscribed, but it is still excellent. Every black student who is enrolled into one of the three new alternatives is automatically Taeuber decreasing. At the 6th grade level, if there are not enough black students to fill the classes, Dr. Powell is willing, for this coming year, to let white students be accepted into those slots. Bill Seitz said he hasn't seen much that the Communications Branch has done towards dealing with either the Price Hill or West End communities. Mr. Fields said there are special brochures, and program and school flyers out. There is a waiting list for North Avondale.

Louise Spiegel brought up the matter of the Communications alternative school. During the hearing, the judge asked Dr. Powell what alternatives were on the drawing board, and what was going to be implemented this year. She mentioned the Communications school. Mrs. Spiegel said she wrote a note to Dr. Powell stating that she would like to be able to say something about this school, and perhaps the relationship of the Task Force to being a sponsor with Scripps-

Howard on implementing it, but she has never received an answer or acknowledgment from Dr. Powell. Mrs. Spiegel asked if Mr. Fields could perhaps report about this at a future meeting because it seemed to the Task Force that the Taft attendance area being chosen by the Collaborative was one of the basic purposes that they wanted to pursue this possibility as a way of providing another dimension for the SCPA kids, and to be an attractive, productive educational opportunity for kids in the West side of town.

Monty Whitney, Bill Seitz, and Louise Spiegel reported on a luncheon meeting they had to discuss the direction of the Task Force for the next 2 1/2 years. There were 7 original items that they felt were of importance. Those items are:

1. Attendance
2. Committee Assignments
3. Proposal for Alternative Schools (i.e. Communications)
4. EWT Contract (target preschool parents)
5. Meeting with Dr. Green
   - CPS Restructuring
   - Bronson Coordinator
   - Updates - Low Achieving Schools
     Price Hill/West End Plan
     Burton & Bond Hill
6. Relationship with Facilitator
7. Clarification of Cincinnati Youth Collaborative

It was felt that the Task Force should come up with a process for dealing with the issues. Mr. Whitney asked the group if they had other items to put on the table. In addition to the seven issues previously raised, the Task Force will also consider the following:

8. Implementing Paired Schools
9. How to Use Next Hearing Effectively
10. Looking beyond Cincinnati suburbs
11. Post-Settlement Transition
12. Teacher/Administrators using CPS for their children
13. Discipline policy issues

The group went over the items. One item (No. 4 - EWT contract) was removed because that had already been dealt with. The Task Force raised a question about No. 5 (Meeting with Dr. Green). The members felt they should meet directly with Dr. Powell, not Dr. Green. The group also questioned what relationship they had with the Youth Collaborative. Mr. Sells felt that whatever the Youth Collaborative does does not relate to the Task Force, but the choice of target areas very much affects some of the concerns of the Task Force. Duane Holm said that the area of concern is that two pre-schools have been started in an overwhelmingly black and an overwhelmingly white school; and the high school pilot is being started in an overwhelmingly black school. He feels the Collaborative may have backed into this without really thinking through what are the desegregative impacts of which places we choose to put the pilot programs. The establishment of the pre-schools is joint programming with CPS that is going to have an impact on which schools are more attractive than others in terms of drawing students. There is also some impact on the seven low achieving schools. It may be that the Collaborative is not cognizant of Bronson. Bronson has implications on things the Collaborative is doing, and they need to get that message.

Bill Seitz brought up the concern over Bond Hill and Burton, which was raised at the mid-point hearing. It was established that state funds were not used for those alternatives. Mr. Taylor addressed again and again the issue of what specific means have been employed further to reduce racial isolation at those two schools, but no answers were ever completely given. Mr. Seitz said the Task Force is supposed to be the monitoring group of the Settlement, but he said he is somewhat perplexed when there are hearings and these issues are raised and they have not been significantly discussed by this group or with people who can give them answers. Burton and Bond Hill are those schools they are looking at as having high concentrations of minority youth and not being addressed through this Settlement. Duane Holm pointed out that the Cincinnati Public Schools are not legally bound to bring every school down below 90%, but they are legally bound in the case of Burton and Bond Hill to use other means to reduce racial isolation, and the Task Force would like to know what they are.

The group removed No. 6 (relationship with facilitator) from the list because that has not been an issue and there is no problem.

It was decided that it would be helpful to secure a copy of the transcript of the mid-point hearing.

The Discipline issue was briefly discussed. The questions related to the testimony really aren't relative to what the Task Force is concerned about. There isn't anything very productive to look for in that area unless they initiate something. The school system is interested in self-discipline and corporal punishment, etc., but the Task Force's concern is for the adverse effect on minority youth. The forthcoming policy on discipline does not include this concern. The mission they were given was to come up with a report that would suggest how the schools could do a 180 degree turn to go from their present system to a self-discipline focus. That would involve a lot of money, staff development, and a lot of student attitudinal changes, etc. The mission Dr. Holloway gave the Discipline Committee was not the same thing that the Task Force has been talking about, nor were they able to do anything about it in the discussion, there were specific goals for that report. Mrs. Spiegel was one of the many representatives from the community. It was not a Bronson initiated committee. The Bronson concern about proportionate effective discipline got swallowed in the overall committee and was not dealt with. The issue needs to be raised again.

Mrs. Spiegel recommended that the list of issues be included with the minutes so that members can think about the priorities of the issues and how they can be distributed among the members.

The meeting was adjourned at 9:05 p.m.

jlc

Note change

SPECIAL MEETING
WEDNESDAY MORNING
13 APRIL 1988
8:00 A.M.
1035 ENQUIRER BUILDING
617 VINE STREET

COMMUNITYWIDE TASK FORCE MINUTES 4 APRIL 1988

PRESENT: Grant, Holm, Irvine, Schwab, Sells, Spencer, Spiegel, Whitney
GUESTS: Evans, Fields
REGRETS: Jones, Seitz, Wagstaff
ABSENT: Brown, Hoehne, Johnson-Baker

Grant chaired the meeting.
Holm took minutes.

Mid-Point Hearing. Thursday 21 April 1988 at 9:00 a.m. in a yet-to-be-decided Federal Court room.
Evans reported that counsel (& Judge) talked 22 March 1988 and 31 March 1988, will complete arrangements 14 April 1988.
Plaintiff's concerns parallel Facilitator's report, with 2 posssible additions:

1. who in CPS in charge of desegregation
2. status of '74(?) Board resolution calling for socio-economic, not just racial, mix.

Minimum number of witnesses.
Probable format for Hearing:

1. Facilitator (court's witness) summarizes
2. Plaintiff presents concerns
3. Defendants explain how responding
4. Plaintiff says "O.K.", or
   Plaintiff tells judge still concerned.

"Non-adversarial" hearing. But differences between strict, loose construction of Settlement Agreement.
Everyone agrees Task Force should speak if want to, but unclear what expect.
May be another hearing between Mid-Point and Final hearings.

Letters of commendation. Grant reported that Seitz prepared, and she signed & sent, letter (approved at 7 March 1988 Task Force Meeting) commending Board and community groups on Price Hill-West End solution.

Coordinating Committee met 30 March 1988. Holm reported that:

- "Alternatives & Settlement Office" will combine these two functions. CPS groping for structure to coordinate desegregation work.
- Will be summer school this summer, which offers some possibilities for new Price Hill alternatives.
- CPS will try to organize new LSAC's to work with administration on selecting new principals for new Price Hill alternatives.

Discipline Committee. Siegel reported no change.

Eastman, Woyke & True. Sells reported on his & Schwab's 18 March 1988 meeting with EW&T, and distributed 3 papers (enclosed for those not present):

- Status Report for 18 March 1988
- Woyke summary of 18 March 1988 meeting
- Status Report Update for 4 April 1988.

After considerable discussion, Irvine moved that

- Brown review & report on our contractual obligations to EW&T, and
- the Committee (Brown, Irvine, Schwab & Sells) review EW&T's work program, decide whether they have met the contract, and suggest procedure to review their work.

Passed 7-0-0.

Task Force future. Spiegel suggested Task Force review our own work, in order to decide what we should work on between Mid-Point and end of Settlement Agreement. Following discussion of "process" and "content", we agreed that the Co-chairs (Grant & Seitz), Spiegel & Whitney will meet to develop process to find out what the content should be for an evaluation of our Task Force.

Alternative & Settlement Office. Fields clarified that, so far, this is just within-office nomenclature. He confirmed that new LSAC's will be formed in new Price Hill alternatives.

Task Force Statement to Mid-Point Hearing. Sells moved that we should make a statement.
Passed 4-0-3.
Schwab suggested that we start with Holm's draft (mailed to Task Force members 31 March 1988), and

- use first 4 statements (on pp. 2-3)
- omit last 3 statements (on pp. 3-4)
- choose "is a reasonable possibility" option (p. 1).

Task Force decided it was too late to discuss this statement in needed detail. We agreed that

- we will start with Holm's draft, and
- others who want to should prepare additional drafts, and
- we will hold a Special Meeting to work out the text of our statement to the Mid-Point Hearing.

Wednesday morning
*13 April 1988
8:00 a.m. - 10:00 a.m.
MARCC office
1035 Enquirer Building
617 Vine Street
(best parking:
Federated Department Store parking garage
7th & Vine Streets)

(Actually, we started with Wednesday, settled on Thursday, and have now called around to get agreement on Wednesday morning 13 April 1988. So if you still have Thursday on your calendar, change it to Wednesday morning, 13 April 1988 at 8:00 a.m.

Next Regular meeting of Communitywide Task Force will be Monday 2 May 1988 at 7:30 p.m. at the office of the Facilitator located at 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.
Meeting Adjourned.

Minutes of the Communitywide Task Force Meeting held Monday, April 6, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, and Marian Spencer. Those not present were: Marilyn Hoehne, Patricia Johnson-Baker, Halloway C. Sells, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

William Seitz chaired the meeting.

Mr. Seitz advised the Task Force that all letters were written and sent as discussed at last month's meeting.

Cliff Woycke of Eastman, Woycke & True, Inc. was present to give a progress report. He introduced Earl Bayer, a partner in the firm, and Sandy Lykes who had accompanied him to the meeting. Mr. Woycke distributed to the members present a portfolio containing an update of the Action Plan for the Communitywide Task Force. Mr. Woycke advised the Task Force that they have met with Chuck Sells every month since they began working on behalf of the Task Force. If they were not able to get together in person, they submitted a written progress report. They have just completed the mailing last month of the open enrollment flyers. They are pushing open enrollment because, according to Tuchfarber's reports, it is one of the most effective ways to improve integration in the school system. They are now waiting to review what the initial response has been to the open enrollment mailing. They will revise the flyers, if necessary, and print and mail them again in April or May. They are waiting to meet with John Brunner of the Communications Branch regarding that.

Mr. Woycke reported that they have chosen Roselawn Condon School as the site for a TV commercial. The major theme, "It's a smart move," and general PR and media strategy have been developed. He brought along some rough storyboards for the Task Force to review. This commercial will last about 30 seconds. It was suggested that a group of kids moving into the school be used rather than a line of school buses.

Mr. Woycke also said that they are presently trying to compile a mailing list for preschool children. Sandy Lykes is working on this and reported that the Census Office of Cincinnati Public Schools does have the names in the computer of all pre-kindergarten and kindergarten children who are attending private day care centers, provided the day care center voluntarily submitted the information to the Census Office. They have made a request to Monica Curtis of the Communications Branch that she obtain these names for them and that the school system pay for the mailing of the materials which EWT would create. They are awaiting a response from the Communications Branch.

Mr. Woycke said that he expects to meet with John Brunner of the Communications Branch sometime within the next week or so to get some things cleared up.

The Task Force then discussed the letter that Duane Holm and Karla Irvine sent on March 25, 1987. Duane Holm reported that in response to a request from the Coordinating Committee for the Bronson Settlement Agreement, he made a special presentation on behalf of the Task Force of the major actions that have taken place. Every month one of the components is requested to present a special report and the Task Force was to do a special report for the month of March. Duane Holm also reported that he read verbally a statement concerning "The Future." It was requested that the Task Force put this in writing. He just wanted to touch base with the Task Force before doing this. It was decided that Duane Holm submit the statement in written form to the Coordinating Committee as requested. Duane Holm advised the Task Force that he, Karla Irvine, and Mrs. Adoria Perkins are to meet with the Superintendent on March 29th, at which time they will discuss some of the concerns of the Task Force.

The Goals and Long Range Plan document was then discussed. Since Dr. Evans had just passed out a copy of this document to the members, they did not have a lot of time within which to review the document. It was decided that Karla Irvine and Duane Holm will draft a statement in response to the Long Range Plan and distribute it to the members for their comments. Bill Seitz and Cheryl Grant will also help in the drafting of this statement, if at all possible. This statement should come from Bill Seitz and Cheryl Grant as co-chairs of the Task Force and could be presented by them at a cable access television program which is going to be held by the Board of Education on April 16. This statement could also be presented at the public hearings to be held by the Board on April 20 and April 27.

Bill Seitz said that he had received a letter from Catherine Gibbons and Diane Berry requesting that the Task Force support them in obtaining funding for two specialists at Hyde Park School. It was the Task Force's opinion that if you are a school that is contributing to the desegregation of the Cincinnati Public Schools, you should have access to Bronson money. It was decided that Bill Seitz will draft a letter to Dr. Lee Etta Powell saying that the Task Force thinks it is a good idea and that funds should go to schools that are desegregating, whether they are alternative or neighborhood schools, and that this program sounds successful and should continue to be funded.

The editorial written by Claudia Winkler was then discussed. It was decided that the Task Force will respond to that article and that the letter be drafted by Bill Seitz and Cheryl Grant.

The Educational Mobility Fund was then discussed. It was suggested that a letter be written to State legislature requesting that the Educational Mobility Fund be increased. This fund is available to those school systems who are voluntarily desegregating their school system, which means that the Cincinnati Public School District is eligible for this fund. Bill Seitz will write this letter.

Karla Irvine and Bill Seitz reported that they did meet with the CHRC real estate group. It was a nice meeting but nothing was really accomplished. They will meet again. Karla and Bill are going to draw up some guidelines for the fair and equitable advertising of schools in Hamilton County. If anyone has any thoughts on specific things that could be included in these guidelines, please let them know promptly.

The attendance at the meetings was brought up. If anyone is unable to attend a meeting, they should advise someone that they are not coming.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, May 4, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

COMMUNITYWIDE TASK FORCE

Minutes of Meeting of March 7, 1988

Members Present: Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Lonnie Wagstaff, W. Monty Whitney.
Also in attendance were: Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternatives and Settlement Office for the Cincinnati Public Schools

The meeting began at 7:35 p.m. and was chaired by William Seitz.

The minutes of the previous meeting were approved.

Mr. Seitz said that one of the principal orders of business at this meeting is to get an up-date as to the April hearing with Judge Rice. Dr. Evans stated that there was a conference call held between the Judge and the attorneys for the various parties approximately two weeks ago. At that time, the date for the hearing was set. That date is April 21. On March 22, attorneys for the various parties will meet here in Cincinnati and probably narrow down the scope of what the hearing will actually be, and at that time, set the agenda. Currently the agenda is not known. Dr. Evans said that he stated, again, at the conference call, that the Task Force wanted to play a role, and that was acceptable to all parties. Concerns that the plaintiff raised were essentially the same kinds of issues that appeared in the Facilitator's report. Plaintiffs did file a letter. The defendants chose not to answer that letter at that particular time, but only responded verbally with the Judge. Issues of concern were: progress toward the Taeuber going down, accounting for the monies, policies around testing, in-school assignments, etc.

Duane Holm questioned whether it would be better to start on a statement now or do all of that in April. Karla Irvine said she thought things were so volatile right now, that it might be better to wait until April.

There really was no Facilitator's Report, but Dr. Evans did distribute an article from Education Weekly that dealt with the competition for minority teachers. He said it behooves school districts who are interested in maintaining or increasing the pool of minority teachers to really work at it because it is a fierce market right now.

Bill Seitz distributed CHRC's recommendations regarding the proposed alternative programs. Frank Fields attended the meeting to discuss and answer questions about CHRC's recommendations and the recommendations of the Board. He stated that he and the Alternative Schools staff will be meeting with Dr. Powell tomorrow for the purpose of reviewing CHRC's document. It is his assumption that Dr. Powell will discuss this at Executive Session of the Board for the purposes of additional clarity, and on March 14, the Board will finalize the recommendations. The Board could agree with the entire document, modify it, or choose not to accept it. Karla Irvine asked about the systemic effects of the community plan. Mr. Fields said he feels the Price Hill plan is equal to or better than the Board recommendations. In terms of Taeuber goals, with the pairing, we come very close. With some number of white youngsters getting to Bloom, we are almost on target at the middle and junior high school level. In addition, there also is the placement of the three magnets, and the assumption that some number of youngsters will not get into the three magnets, and some white students will either voluntarily chose to go to Heberle or will go to Heberle because it is their neighborhood school. Bill Seitz questioned how the Board's plan would affect Taeuber at the high school level. The Board's plan allowed this year's ninth grade to go to Western Hills next year. The Price Hill plan allows for the 8th and 9th grade from Roberts, as opposed to just the ninth grade. Mr. Fields said if the ninth grade had proceeded from Roberts directly to Taft, the Taeuber effect would have been better at the senior high level. That decision has been delayed for two years. Both plans are identical in terms of Taeuber impact at the high school level. Senior high school Taeuber goals are a little more difficult to reach, so we will have to follow that one exceedingly close because the impact of the three magnets will not be felt at Western Hills until probably 1989-90 or 1990-91, but if some number of white youngsters opt into the magnet school programs at Hughes, it would be exceedingly beneficial.

Frank Fields pointed out that the Superintendent has other options available next year. One of the recommendations is not to pair in 1988-89, but pair in 1989-90. The current elementary Taeuber is 43.5. This plan will take it down to 36 or 37. The pairing of Whittier and Washburn seems to be the direction the Price Hill Community Council is leaning toward. Mr. Fields said that all of the schools in Price Hill, with the exception of Oyler, are overcrowded. This plan should allow for all classes to be housed in one building. Louise Spiegel brought up the question of whether the teachers of the schools involved have expressed any kind of response to the Board plan. Reaction from school to school has been different, depending upon the process followed at each school. The Price Hill leadership encouraged each school to follow a very open and democratic process. Bill Seitz said it was his understanding that the leadership at each indigenous school, LSAC level type folks, are happy with this insofar as it affects their particular school. Mr. Fields agreed.

There was much discussion concerning whether the Task Force should do a statement of support to the Board of Education and the communities involved in the proposed plan. Nelson Schwab moved that a general statement be prepared which commends those people in the constructive way they have come up with a compromise plan and note that this is a giant step forward to letting the community work out its program rather than a court dictated plan. Duane Holm distributed a proposed draft. A question was raised about a portion of the statement which deals with the reporting of 7th and 8th graders. Duane Holm explained that he is concerned about the way schools are counted, i.e. K-8 schools are counted as elementary. If there are too many K-8 schools, there might be danger that the integration that is actually taking place at the 7th and 8th grade level will not be given credit at that level where we need some gain, but at the elementary level instead, where we are already looking pretty good. If that is going to be a real problem and integration is really taking place "but," then we're getting into a legal gimmick, and maybe the three parties of the suit need to talk again about how the Taeuber is computed.

Nelson Schwab moved that Mr. Holm's draft (ending with "and all of Cincinnati," and including the last statement) be adopted. Motion was seconded and unanimously carried. Bill Seitz will have the statement typed, get it to Cheryl Grant, and send it to the groups involved.

Louise Spiegel brought up the possibility of consideration of another alternative program (at a later date). She thinks there had been discussion several years ago of a proposal for a Communications School. She feels this might be a very interesting concept for the Task Force to support and to take the initiative to have it put in place. It might be considered a wonderful opportunity for the students who are involved in this current situation to have something to look forward to as an interesting career preparation area. It would call on those resources which are around Taft High School, WCET, WGUC, etc. She feels it might provide another dimension of preparation for the kids already at SCPA, and in the future. The Scripps Foundation is prepared to help implement such a school. Mrs. Spiegel said she would hope the Task Force will keep its sights on this. It might be good timing to work on this now, and possibly prepare a prospectus. Frank Fields stated that Dr. Powell informed him of the possibility of Scripps Howard taking the lead in providing seed money for the purpose of looking into having a 9-12 alternative program located in a high school yet to be determined, which would provide both communications and journalism. Mr. Fields was requested to keep the group informed on this situation.

Halloway Sells reported on the Eastman, Woycke and True Committee. He said EWT contacted him and wanted to bring him up-to-date, and to show him their new offices. He did go to their office, and they said they would give him a report for this meeting, which they did not do. They did, however, send personalized cups for each member of the Task Force. Mr. Sells said EWT is sending out a report to open enrollment schools. He felt the report was very good, but EWT planned to use in it anonymous pictures of students. Mr. Sells told them he thought they should use pictures of students with names included. Mr. Seitz reported that someone from EWT attended a CASE meeting several weeks ago and indicated that they were in the process of preparing the map that the advertising real estate task force had called for. They were also supposed to be working on a project to showcase Roberts Jr. High, but that has been put on hold also. Open enrollment hasn't really worked the way they would like it to. Most of open enrollment has been black students going to white schools. History has shown that most white kids are simply not going to volunteer to go to black schools. This is something that needs to be worked on. Mr. Sells proposed that EWT meet with him, Karla Irvine and Bob Brown. Marian Spencer said she thought the recent advertisements on TV were very effective and it was pointed out that the Communications Branch was responsible for those ads. Rev. Holm questioned whether the Greater Cincinnati Foundation might be open to terminating the contract with EWT and possibly putting the money into the Communications Branch instead. This will be investigated.

Discipline Committee - Mrs. Spiegel said the Discipline Committee report was submitted to the Superintendent. Mrs. Spiegel said she has gone to another Program and Personnel Committee meeting and several items the Task Force has dealt with were on the agenda, one being corporal punishment, and one being the smoking ban, and neither one is out of the Superintendent's office or Cabinet.

Frank Fields stated that whatever the Board's decision is on March 14, a plan will still have to be implemented and work successfully, principals and staff members have to be selected, inservice has to be planned, and buildings have to be made accommodating to the programs that will be placed there. There is not a great deal of time in which to do this. He feels the Task Force could be very helpful in implementing the decisions and plans.

There was no further business, so the meeting was adjourned at 8:40 p.m.

jlc

NEXT MEETING
1 MARCH 1988
7:30 P.M.

COMMUNITYWIDE TASK FORCE MINUTES 1 FEBRUARY 1988

PRESENT: Grant, Holm, Irvine, Johnson-Baker, Jones, Schwab, Seitz, Sells, Spencer, Spiegel
ABSENT: Brown, Hoehne, Wagstaff, Whitney
OTHERS: Dr. Robert Evans, Mr. Frank Fields

Grant chaired.
Holm wrote minutes.

Leadership Cincinnati asked Grant (with Lynn Goodwin) to speak to their 18 February 1988 meeting on school desegregation. After discussion, Task Force agreed Grant should go teach Bronson.

Grant-Audley. Task Force toasted Grant on her marriage to Claude Audley 19 December 1987.

City Budget. Grant reported that she had written the letter voted by 4 January 1988 Task Force commending Cincinnati City Council for restoring child-related programs in 1988 City budget.
Holm asked about tax-increment financing discussions.

Facilitator reported:
- Secretary Rose Ann Segar, secretary to Adoria Perkins, has accepted promotion. Secretary to Frank Fields will probably handle Task Force minutes.
- Bronson Mid-Point Hearing. No further news. Plaintiff will send letter by "end of the week"; judge will hold conference call by "end of the month"; hearing still probably early April.

Coordinating Committee. Holm & Irvine reported:
- CPS Annual Report on Bronson. Fields will probably not put narrative section in report, since he was not responsible last year. (Fields' letter enclosed for those not present.)
- Alternative School sites. No schools volunteered for new Montessori, Paideia, and Math & Science. Superintendent discussing how to proceed without volunteers.
- Bronson Plan. Superintendent considering long-range plan for reducing racial isolation.
- Staff racial balance. Despite increased efforts, CPS is hiring fewer black teachers. Shrinking pool of new black teachers makes it hard for a principal to replace a black teacher who transfers to another school. So black teachers tend to get "locked in" to their school.
- Extracurricular transportation. CPS trying pilot program in two schools for students who stay after school for extracurricular activities.
- Alternate Taeuber Indices. Jack Lewis sent copies of report on 1987-88 Taeuber Indices. (Available from the Facilitator for those who were not present.)

Bronson Mid-Point Hearing. After considerable discussion

- Spiegel moved that the Task Force prepare a statement for the Bronson Mid-Point Hearing. Passed 6-4.
- Spiegel moved to table work on the content of such statement to next month.
- Holm moved that our statement be addressed to the judge and the public (as outlined in his letter of 23 January 1988).
  Passed 7-?-1.

Discipline Committee. Spiegel reported that Superintendent has received the Committee's recommendations. Supposed to send her response to Board's Program & Policies Committee.

Suburban Schools. Spencer expressed concern over suburban Superintendents' putdown of Cincinnati schools to College president.

Frank Fields will be responsible for Bronson. He reported to us:

- His new job combines responsibility for both
  - Bronson Settlement Coordinator
  - Alternative Schools Office
- Alternative Schools. U. S. Office of Education Magnet Schools grant covers:
  - Montessori K-2
  - Paideia K-6
  - Mathematics & Science K-3

  No takers so far. If don't open, have to send money back.
  Tuchfarber predicted alternative schools would attract 20,000 students.
  Now up to 18,400.
  Increased sense of urgency about reaching Bronson goals.

Adjourned.

Next meeting Monday 1 March 1988 at 7:30 p.m. at office of the Facilitator,
1212 Second National Building, 830 Main Street, Cincinnati, Ohio

DRAFT

COMMUNITYWIDE TASK FORCE
STATEMENT TO
CINCINNATI BOARD OF EDUCATION,
PRICE HILL, AND THE WEST END

The Communitywide Task Force commends

- the Cincinnati Public Schools administration and the Cincinnati Board of Education for proposing methods of reducing racial isolation in 1988-89 (and for remaining open to other solutions), AND

- the students, parents, residents, LSAC's, PTA's, and Community Councils of Price Hill and the West End for responding creatively and constructively with proposals of their own.

We encourage all those involved to continue working together in the time available to find the fairest and most supportive ways possible to reduce racial isolation among the students of Price Hill, the West End, and all of Cincinnati.

We hope that all parties:

- in seeking solutions, will continue to explore the opportunities for double neighborhood schools.

- in implementation, will focus concern on former neighborhood children who choose not to go to alternatives but to go to a new neighborhood school instead.

- in reporting, consider the possibility of changing procedures if large numbers of 7th & 8th graders end up being reported for "Elementary School" instead of "Junior High School" Taeuber Indices.

The Communitywide Task Force is willing to assist all involved in any way we can.

-- d.h.
7 March 1988

Minutes of the Communitywide Task Force Meeting held Monday, January 4, 1988, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. The only member not present was Halloway C. Sells. Dr. Robert Evans, the Facilitator, was also present.

William Seitz chaired the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Duane Holm informed the Task Force that City Council did agree to continue supporting the child-related programs presently being funded, including school nurses. The tax increment financing situation was then discussed. Duane Holm made a motion that the Task Force write a letter to City Council members commending them on their retention of child-related programs which were presently being funded, and at the same time ask them to report on the status of negotiations between the School Board and City Council on tax increment matters, further explaining why the Task force is intervening in that matter. The motion was seconded by Dean Wagstaff and unanimously passed.

Karla Irvine discussed the State program to aid 1st-time home buyers and the setting aside of 10% of the loan money for programs that promote integration. She also advised that the State has received an opinion from the Ohio attorney general as to the legality of such set-asides. A copy of the opinion and information on the program was distributed to the members. Karla Irvine made a motion that the Task Force endorse the idea and write the School Board asking for their endorsement. This motion was seconded by Dean Wagstaff and unanimously passed.

Monty Whitney reported that the Realtors Task Force completed its report, and a press conference was held on the report. A copy has been sent to Cheryl Grant. He will see that everyone else receives a copy. He then talked about how they were going to monitor the recommendations that were made in the report. It was suggested that the Realtors Task Force keep in touch with Cincinnati Board of Realtors to see if they have received an opinion from the National Board of Realtors.

Duane Holm reported that he and Karla Irvine represent the Communitywide Task Force on the Coordinating Committee for the Bronson Settlement Agreement. All department heads that have any responsibility for the Bronson Settlement meet monthly to bring each other up to date. They have been requested to submit an annual report on the year's activities on behalf of the Task Force. This report is due on the 6th of January. Duane Holm distributed a copy of the report that he had prepared on behalf of the Task Force for their review prior to submitting it to Frank Fields. Bob Brown stated that he liked the old format set up by Nikki Perkins which has been used for the past three years. It is his opinion that the format should be consistent and not changed in midstream. Bob Brown made a motion that the report submitted by Duane Holm is acceptable to the Task Force, and that the Task Force urge the administration to retain the same format of the Annual Bronson Report that has been used for the past three years.

Monty Whitney seconded this motion. and it was unanimously passed. Duane Holm will prepare a cover letter for his report which will include that the Task Force, at its Monday meeting, urged the school system to retain the old format of the Annual Bronson Report that has been used for the past three years.

Dr. Evans reported that last Tuesday, December 29th, the Court had a conference call with attorneys for all the various parties; i.e., John West, Trudy Rauh, Bill Taylor, Tom Atkins, and Mark O'Neill, who is attorney for the State. The first issue was about the hearing itself. The Bronson Settlement Agreement does not call for a hearing at midpoint. It says one may be held if Plaintiffs believe that there is not a reasonable probability that CPS will succeed in reducing the Taeuber Index to the levels required by the 1990-91 school year. CPS' attorney is taking the position that a hearing is not needed; and Plaintiffs' attorney is taking the position that one is needed. The Judge would like to have a hearing because it would be good for both sides. So, there will be a hearing. Both sides have been given the month of January to look at the material in the Facilitator's Report and to determine what issues will be of concern at the hearing. By February, Plaintiffs' attorney will write a letter to John West, attorney for CPS, addressing the areas to be talked about. Approximately three weeks later, another conference call will be held with the same parties to establish the date and areas of concern for the hearing.

Dr. Evans stated that he indicated to all parties that the Task Force wanted to play a role at the hearing. The Judge felt that this was appropriate. Dr. Evans said that we are probably looking at a hearing either the first or second week of April. The Task Force, then, will have some time to decide what position they want to establish.

Dr. Evans then mentioned some of the possible outcomes of the hearing. A vote of confidence for the district in proceeding with what they are doing, with some idea as to what the future will bring. CPS will have to say more as to what is going to happen to meet the goals of the Settlement Agreement. If out of the hearing, there is serious concern, then the Judge could order that some other steps be undertaken. From nothing, to ordering a whole new set of plans, is a possibility. One of the issues is whether or not the present rate of reduction of the Taeuber Index is sufficient to meet the Bronson Settlement Agreement goals. There may be some focus on what is happening in the other sections of the Settlement Agreement.

As a result of last month's meeting, Duane Holm and Bill Seitz prepared a summarization of the eight-page Long Range Plan statement submitted by the Task Force to the Board of Education. Mr. Seitz distributed a copy of the prepared statement for the Task Force's review. Nelson Schwab has prepared a summary, in the nature of a progress report, on what the Task Force has done thus far. The Task Force will review these statements for possible inclusion in its presentation at the midpoint Court hearing.

Bob Brown, based on his review of the Facilitator's Report, brought up some concerns that he thought the Task Force might want to investigate and possibly use as part of its presentation at the hearing.

1. The Settlement Agreement provides that "CPS agrees to use its best efforts to achieve an annual reduction in the Taeuber Index at the elementary, junior

and senior high levels." Has the administration used its best efforts to achieve an annual reduction in the Taeuber Index level?

2. There are alternative programs that are being continued in schools which are 90% or more of one race. One example is the alternative program at Burton School. Are Bronson funds being used to continue this program? Is CPS making further efforts to reduce racial isolation in this alternative, notwithstanding the unavailability of State aid?

3. According to the Settlement Agreement, new alternatives will be located at schools which, at the time of implementing such alternatives, reflect racial isolation. "For purposes of this clause in the Agreement, and only for purposes of this clause, ´isolation´ shall mean those schools with 80% or more of their students being of one race." Is CPS locating its new alternatives in schools with 80% or more of one race?

4. Approximately 5 million dollars has been set aside over the seven year term of the Settlement Agreement for CPS to implement a program to address the educational needs of students in low-achieving schools. Has this program been successful?

5. Cincinnati Public Schools agreed, beginning with the 1985-86 school year and continuing thereafter for the term of the Settlement Agreement, to calculate the Taeuber Index by two methods: First, by continuing the methodology used since the 1980-81 school year which treats combination buildings as a single school unit without regard to the degree of interaction between alternative and traditional school students in that building; and, Second, by treating an alternative program and a traditional program located in a single building as separate schools if the racial populations of the alternative and traditional programs are divergently in variance from the racial composition of the district as a whole and students in the two programs are isolated from each other for more than half of the school day. As of this date, the Task Force has not received the calculations on the alternate methodology. Where is it?

6. The Task Force questions the accounting of Bronson dollars and, more specifically, the justification for the students-at-risk program. This expenditure of Bronson funds cannot be equated as contributing to racial harmony. What was the basis that was used by the Board to reasonably expect to reduce racial isolation with this expenditure? Have the things that the district has claimed reimbursement for really related to desegregation? Eleven out of thirteen educationally sound programs were rejected in the budget; however, the students-at-risk program was included, as well as the drug abuse program.

There was discussion on these concerns. Mr. Seitz will investigate some of them, but suggested to the Task Force that they review the Facilitator´s Report to look into the concerns; and then determine whether or not they want to include any of the concerns in the presentation at the midpoint Court hearing.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, February 1, 1988, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, December 7, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Cheryl D. Grant, Duane Holm, Nelson Schwab, Jr., William Seitz, and Marian Spencer. Those not present were: Robert S Brown, Marilyn Hoehne, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Halloway C. Sells, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant chaired the meeting.

There being no corrections or additions to the minutes of the previous meeting, a motion to approve the minutes was made by William Seitz, seconded by Nelson Schwab, and unanimously passed.

Correspondence - Bill Seitz reported that he wrote a letter to the Board of Education supporting the request made by Cincinnati Federation of Teachers (CFT) to waive tuition for Cincinnati Public School (CPS) teachers' children residing outside the district who are willing to attend school within the district. A response was received from Jerry Lawson stating that the letter was referred to Dr. Powell for a more detailed response. The response from Dr. Powell set out two significant complexities which would not necessarily make the waiver of tuition a good idea, even though this summer the Attorney General issued an advisory opinion indicating that such an arrangement could perhaps be worked out through a bargaining agreement with an employee group. 1) If the teachers choose to send their children to a school which is not a correct school, it would hurt, rather than help, the Taeuber Index. 2) The financial cost to the district could be high. If state aid would follow the students from another district into our district, then the cost to the school district would be about $2000 per student. If not, the cost to the school district could be about $4000 per student. This would mean that bringing 100 students into the school district would cost anywhere from $200,000 to $400,000 per year. She indicated that this does not mean the district is not interested in the idea and they are continuing to evaluate it. She simply wanted to point out that what appears to be a very positive move on the face of it may have adverse effects which have not been fully examined. They will be back in touch with us after they have completed a further exploration of the possibility.

Bill Seitz also reported that he sent a letter to Tom Mooney advising him of the fact that Eastman, Woycke & True, Inc. (EWT) was available to help the CFT design and implement a program to encourage teachers to send their children to CPS and to use teachers testimonials to promote the district to other parents. Cliff Woycke will be calling him to proceed further on this.

It was suggested that the Greater Cincinnati Foundation Proposal Committee will keep on top as to what is happening between EWT and CFT, and possibly discuss with Tom Mooney at that time the tuition waiver matter.

Since Monty Whitney was unable to attend the meeting, he requested that Bill Seitz report to the Task Force on the progress of the Realtors Task Force. The final report will be released at a press conference tentatively scheduled for December 17th at 9:30 a.m. at the Cincinnati Human Relations Commission office.

The Facilitator´s 1986-87 Report was then discussed. Dr. Evans stated that he felt the report was self-explanatory. He said that he talked with Judge Rice´s office and they are presently in the process of accumulating addresses and phone numbers of interested parties for a conference call which will probably take place the last part of this week or the early part of next week. It is his assumption that the hearing will be slated for sometime in January.

Duane Home was wondering if the Task Force will have the opportunity of participating at the hearing and if so, is the Task Force going to prepare some sort of statement. Dr. Evans said that he does not know what the ground rules are, but it is his opinion that the hearing will be as informal as possible; and if the Task Force asks for the opportunity to make some statement or to establish a position, that it will certainly be heard. It is his opinion that the district is in good shape and will meet the goals of the Settlement Agreement. However, the district needs to refocus their efforts as it is later than they think. Dr. Evans felt that if the Task Force would like to reiterate some of the things stated in his report, it would reinforce the report to a much greater degree because the Task Force represents the community and as the Facilitator, he is only one person.

There was much discussion as to whether the Task Force can reach a consensus of things that should be said. Nelson Schwab will prepare a summary of what the Task Force has done for the past three years and Bill Seitz and Duane Holm will look into the eight page Long Range Plan statement made by the Task Force to see if it should be altered or not. Possibly the Task Force can make a written report to Judge Rice and give a brief summary of that report at the hearing. This will be discussed further at the January meeting. In the meantime, Dr. Evans will let the parties know that the Task Force is desirous of participating at the hearing.

Cheryl Grant stated that we need to encourage the representatives of the Board and the representatives of the NAACP to attend meetings as we will need to move as a group. She requested that the members present contact other members to encourage them to come to the January 4th meeting, and possibly we can have 14 members in attendance.

The attendance issue will be discussed at the next meeting, when hopefully there will be more members present.

Duane Holm then discussed the matter of whether the Task Force wants to do anything about the City budget hearings. The better funded the schools are, the better chance they have of doing a good job on Bronson. It was decided that the co-chairs should resubmit last year´s letter to the new City Council urging City Council to reimburse schools for the property tax revenues they will lose through tax increment financing, and to continue supporting the child-related programs presently being funded.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, January 4, 1988, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, November 9, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Marilyn Hoehne, Duane Holm, Karla Irvine, Nelson Schwab, Jr., William Seitz, and Louise Spiegel. Those not present were: Cheryl D. Grant, Patricia Johnson-Baker, Lillian Jones, Halloway C. Sells, Marian Spencer, Lonnie H. Wagstaff, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present together with guests Tom Mooney, President of the Cincinnati Federation of Teachers, John Brunner of the Communications Branch, and Cliff Woycke of Eastman, Woycke & True, Inc.

William Seitz chaired the meeting.

The minutes of the previous meeting should be corrected to indicate that Marian Spencer voted against the levy motion. Bob Brown made a motion that the minutes be approved as changed, seconded by Karla Irvine, and unanimously passed.

The first issue to be discussed by Tom Mooney was teachers' children attending Cincinnati Public Schools (CPS). The Union has asked for a tuition waiver and has received no response from the administration. It was reported that State dollars do not follow the child. The State foundation money goes to the district of residence and not the district of attendance. Mr. Mooney said that the tuition issue is currently a negotiation item. They do not know the number of teachers with children not attending CPS, and the Union may embark on a campaign to get teachers to enroll their children in CPS. Mr. Mooney presently has a son attending Sands Montessori and is extremely pleased with that experience. The Union would like to do a joint survey of teachers' children attending CPS. They might do one separately, but they would rather do one in conjunction with the administration. Bob Brown made a motion that the Task Force send a letter to the Board supporting the issue of the Union on staff children attending CPS. This motion was seconded by Karla Irvine and passed.

The Task Force agreed to offer to Tom Mooney the services of Eastman, Woycke & True, Inc. (EWT), in helping to design a program that will:

1. encourage teachers to send their own children to CPS; and
2. investigate the feasibility of using teachers to help interest other parents in sending their children to CPS.

Mr. Woycke will contact Tom Mooney to move further on this.

The second issue that was discussed by Mr. Mooney was the "two-tiered system." The Union supported the neighborhood schools in the Long Range Plan and also supported the students-at-risk program. The Union is currently involved in the demonstration schools--Taft Elementary and McKinley Schools; and this is their (the Union's) contribution to the concept of dealing with the problems of students at risk--that being a piece of the larger problem of the "two-tiered system." Mr. Mooney requested that the Task Force send to him a copy of their comments on the Long Range Report.

Cliff Woycke gave a brief overview on the success of the Open Enrollment Program. The actual numbers on open enrollment were down. This may be due to the fact that the open enrollment period was shortened from last year. However, the interest in open enrollment was increased based on the number of calls received by Cincinnati Public Schools´ FACTline.

Cliff Woycke passed out to the members a copy of the Action Plan for 1988. John Brunner then reported on what the school system is planning to do in promoting and marketing alternatives and open enrollment; and how the EWT plan supplements the system´s activities. The Task Force had the opportunity to ask specific questions on parts of the plan. The outcome was that EWT´s plan was approved by the Task Force, and EWT was requested to work with the Communications Branch in implementing the plan.

The Greater Cincinnati Foundation Proposal Committee (Robert S Brown, Karla Irvine, Nelson Schwab, Jr., and Dr. Halloway C. Sells) is to supplement a report to the Greater Cincinnati Foundation in light of Woycke & Brunner´s presentation.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, December 7, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, October 5, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Those not present were: Robert S Brown, Cheryl D. Grant, and Halloway C. Sells. Dr. Robert Evans, the Facilitator, was also present.

William Seitz chaired the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

After additional discussion regarding the endorsement of the tax levy by the Task Force, a motion was made and seconded that the Task Force should endorse the tax levy with the following comment:

> The Communitywide Task Force on desegregation was formed in 1984 to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools.
>
> The Communitywide Task Force recognizes that quality education and integrated education go together, and that both require adequate funding.
>
> The Communitywide Task Force for the Bronson Settlement Agreement endorses the November 3, 1987 Cincinnati School Levy, and urges Cincinnatians to vote for it.

Everyone was in favor of this motion. Bill Seitz will draft the statement and send it to the Levy Campaign Committee and also to the newspapers.

Nelson Schwab reported that the Greater Cincinnati Foundation did not feel that the report prepared by Eastman, Woycke & True, Inc. was complete enough. It did not summarize exactly what was spent nor did it summarize the concept. In addition, there was no evaluation as to how effective it had been. Cliff Woycke, of Eastman, Woycke & True, Inc., prepared another report which was distributed by Mr. Schwab to the members. Mr. Schwab will talk with John Brunner of the Communications Branch and with Cliff Woycke to see if he can't put together a more detailed report. An evaluation as to the effectiveness of the Open Enrollment program is virtually impossible; however, a synopsis by the Task Force would probably suffice. In the final analysis, the Foundation is going to hold the Task Force responsible, not EWT.

Monty Whitney reported on the progress of the Realtors Task Force. A final draft of the report has been prepared and the CHRC Board is going to look at it on Thursday for possible adoption and dissemination. He also stated that the name of this group has been changed to the "Task Force for Advertising Hamilton County School Districts."

Dr. Evans reported that there has been no additional progress in the administration's reorganization plan. As soon as the assistant superintendents are named, then the rest of the plan should follow at a much more rapid pace. Dr. Evans also advised the Task Force that the ADM count of students for State purposes is taken the first week of October. This count will also be the basis for the Taeuber Index calculations, and this should be available the first part of November.

Dr. Evans also said that he has a copy of an initial analysis of school desegregation costs in Cleveland which was ordered by the Court on September 1, 1987. Part II of this report might be of interest to the Task Force, and he will see that a copy is sent to the members along with the minutes.

Karla Irvine reported that a special report was given on transportation at the Coordinating Committee meeting in September, which she thought was very fascinating. One-half of our transportation dollars is being spent for alternative programs.

Duane Holm suggested that it might be a good idea to have Tom Mooney back to give a progress report on what the CFT has attempted to do to get teachers to send their children to Cincinnati Public Schools. It was decided that the Task Force would invite Mr. Mooney to the November meeting. Duane Holm will draft a letter to Mr. Mooney for the signature of the co-chairs.

Louise Spiegel stated that she is still trying to track down the computerized student data base which is suppose to pick out the at-risk students. She would like to know if anyone has any information as to what that system is suppose to do. Dr. Evans will check on this and report back at the next meeting.

Pat Johnson-Baker and Louise Spiegel reported that the Discipline subcommittee will be meeting on Thursday, and that there is nothing further to report at this time.

Duane Holm suggested that the Task Force should start thinking about what kind of statement they would like to make at the mid-point Court hearing. Since the Taeuber Index calculations are going to be available the first part of November, he thought the Task Force should begin this in December so we could be ready by January or February.

Since the first Monday in November will be the eve of election day, it was decided to have the next meeting a week later, November 9th, which is a holiday for some people.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, November 9, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Tuesday, September 8, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Cheryl D. Grant, Duane Holm, Karla Irvine, Nelson Schwab, Jr., Marian Spencer, Louise Spiegel, and W. Monty Whitney. Those not present were: Robert S Brown, Marilyn Hoehne, Patricia Johnson-Baker, Lillian Jones, William Seitz, Halloway C. Sells, and Lonnie H. Wagstaff. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant chaired the meeting.

Cheryl Grant reported that the Greater Cincinnati Foundation has been writing requesting an update on the use of the money granted to the Task Force. She turned this over to Nelson Schwab. Mr. Schwab asked Cliff Woycke of Eastman, Woycke & True, Inc. to prepare this report. The report was to include some of the work that has been done to date so that the Foundation could see what we have been doing. Mr. Woycke said that they are moving their office and would try to get together an outline and supplement it by giving them a copy of the TV clip and copies of what had been mailed out on Open Enrollment. Mr. Woycke stated that all efforts ended July 31st and that he has a date to meet with the Communications Branch of the school system on Thursday, September 10th, at which time they will critique the effectiveness of the July program. They will then begin working on the next phase. The report was delivered to Mr. Schwab's office at 4:00 p.m. today. A copy of the report was distributed to the members present. It was decided that the report would need a cover letter or narrative of some sort and would also need the enclosures which were not included by Mr. Woycke. Cheryl Grant will forward the report submitted by Mr. Woycke as it was requested by September 10th and will then follow it up with a narrative and the enclosures.

Cheryl Grant said that she also received a call from the Foundation as to the way vouchers were being submitted for payment, and also that they were getting calls direct from EWT regarding payment of vouchers. They feel that all calls should come through the Task Force and they should have no dealings with EWT. The process currently being used is that EWT submits a voucher to Mr. Robert Brown, who then reviews and approves the voucher and forwards it on to the Greater Cincinnati Foundation for payment. The Foundation is not equipped to handle these vouchers on a continuous basis. Possibly they could be held and submitted on a monthly basis. Cheryl Grant will discuss this with Mr. Brown to see if he has talked with the Foundation regarding this, and see that the procedure is implemented immediately. Also, she will request that Mr. Brown submit a report on the disbursements that have been made to EWT.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Cheryl Grant passed out to the members a copy of Dr. Evans' report entitled, "Executive Summary: Bronson Data Collection." Dr. Evans stated that he has assembled a paper trail which indicates what the school system has been doing. The report merely states that there are some gaps where there is an absence of activity.

Louise Spiegel was wondering if there is going to be a budget analysis prior to the hearing in December. She feels that some dollar signs need to be placed along side the progression of activity. Dr. Evans will check with Lynn Goodwin to see if some figures are ready which will be submitted to the State.

It was suggested that a committee be appointed to go over last year's audit report by Ernst & Whinney and this year's forthcoming audit and come to the Task Force with an analysis of how Bronson monies have been spent. Cheryl Grant said that there is already an Audit Committee in place and she will ask Bob Brown to be chair of this matter.

There was much discussion on the tax levy and what role the Task Force should play. It was suggested that the Task Force might want to invite someone to next month's meeting to elaborate on the tax levy. A vote was taken on whether the Task Force should: 1) remain neutral; 2) endorse the levy without comment; or 3) endorse the levy with comment, i.e., confirming the Bronson goals. Of the seven members present, four voted to endorse without comment, two voted to remain neutral, and one abstained. Since a quorum was not present, it was suggested that the rest of the members be polled for their vote. Louise Spiegel volunteered to poll the remaining members for their vote and will report back at the October meeting with a tally by name and then the Task Force will move forward. However, it was the consensus of the members present that it was not necessary to have someone attend the October meeting to discuss the tax levy.

Cheryl Grant raised the concern as to whether or not, with the re-organization, there was going to be a staff person who would be dealing with the Bronson matter, as is currently being done by Nikki Perkins. Dr. Evans said that everyone's position is presently status quo; and that it is his understanding that the Alternative Programs position, reporting directly to the Deputy Superintendent, will be dealing with Bronson and will have more authority than the position now held by Nikki Perkins.

Dr. Evans distributed to the members present profiles of four, out of the seven, low-achieving schools together with a copy of the Evaluation of Alternative Programs for 1986-87 prepared by Mrs. Mary A. Gladden.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, October 5, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.